H
R

Greene County Public Library (Ohio)
0 53 85 1890577 2

HISTORY OF
National Normal University

LEBANON, OHIO

KARL J. RAY

ene
Room
1
ren

GREENE COUNTY ROOM
GREENE COUNTY LIBRARY
76 EAST MARKET STREET
XENIA, OH 45385

100
C1420

HISTORY OF THE
NATIONAL
NORMAL UNIVERSITY

OF LEBANON, OHIO

BY

KARL J. KAY, B. S., B. Sc. in Ed.

Issued as a College Publication by
Wilmington College, Wilmington, Ohio
as an expression of esteem for her Alumni by adoption,
the men and women of N. N. U.

To
J. Oscar Creager, J. Andrew Drushel
and Fletcher Hawk
three teachers whose excellence is gratefully
acknowledged by a student of 1903

Copyright August, 1929
by Karl J. Kay

PREFACE

While pursuing a course of study in the History of Education in Wilmington College in 1924, the author became impressed by the notable absence from the pages of such histories of any connected account of that movement in education in Ohio and the middle West which found expression in the organization at Miami University in 1855 of what later became the National Normal University of Lebanon, Ohio. Subsequent to 1855, many similar normal schools came into existence in Ohio and neighboring states.

An examination of the various dates establishes the priority of Alfred Holbrook as the originator of such schools and methods. The fact that such schools have either passed from existence, or reorganized with state or denominational support coincident with the completion of the revolutionary changes of the past thirty or forty years whereby the standard colleges have taken over many of the best and most outstanding features of the independent normal in their organization of curricula and scholastic calendar seems to substantiate the claim that such schools as the National Normal came into existence to satisfy a great need, and passed out when they had fulfilled their mission. The whole story forms a chapter in the history of education which should be entitled "The Independent Normal Movement."

This little book was written with a two-fold end in view; first, to place on record for its Alumni the intimate history of the National Normal University, and second, to establish the right of Alfred Holbrook to the place that is justly his in the history of Education in the United States.

The author has endeavored to explain the intense antagonism which existed between Alfred Holbrook and the nearby colleges by what he believes to have been the most natural and unavoidable causes. It has been stated by some educators who came into personal contact with Holbrook, that in his enthusiasm for his beliefs and methods, he sometimes allowed his gift of sarcasm and ridicule to carry him into statements that resulted in a greater degree of resentment upon the part of more conservative schools than might have occurred had he been more temperate in his expressions. There may lie the explanation of the peculiar intensity of the opposition to Lebanon of Ohio colleges, while more favorable treatment was accorded her by more distant schools of equally unquestioned standing.

The author has received valuable assistance and criticisms from Dr. J. O. Creager, Dr. J. Andrew Drushel, Dr. John W. Withers, Fletcher Hawk, Dr. Henry G. Williams, and Miss Irene Hebe Holbrook, whose assistance is gratefully acknowledged.

KARL J. KAY,
Dept. of Science and Music,
Washington High School.
Washington C. H., Ohio.

IN MEMORIAM

Henry Graham Williams, D. Ped.

Born April 7, 1865, Marshall, Highland County.

First Dean of the School of Education, Ohio University, Athens, Ohio.

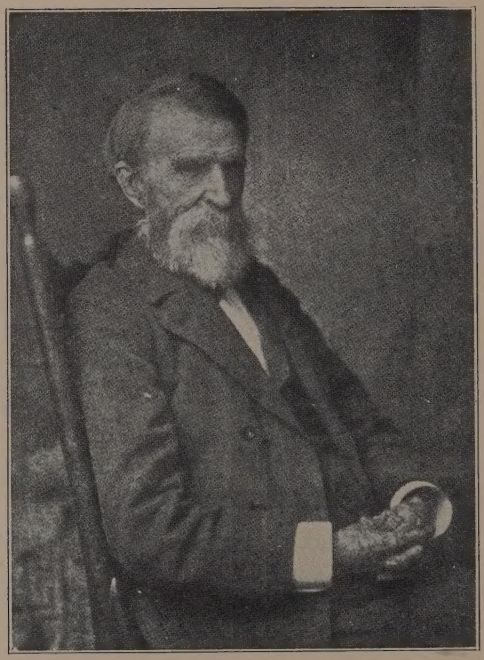
First State Supervisor of Normal Schools and Departments of Education in Ohio Colleges.

For 28 years an exponent of high educational ideals through his control of the "Ohio Teacher."

President of Wilmington College 1927-1928.

Died in service June 15, 1928.

In spirit as in training
A Holbrook Normalite.



ALFRED HOLBROOK

The National Normal University

A brief review of the general status of education in the eastern United States during the decade between 1850 and 1860 reveals the following situation. Horace Mann and his co-laborers had very nearly completed their activities; a new public conscience and consciousness concerning the necessity of an adequate public school system had been awakened; public schools, "Union" schools, and academies were being established and either partly or wholly supported by various tax systems throughout New England and the middle west. As a result of this condition, the demand for competent teachers was steadily increasing. Thus the public school situation is briefly summarized.

The colleges of the same period were still clinging to the rather narrow standards that had been theirs (except for a few slow evolutionary changes) since the days of the Scholastics. Their faculties were composed largely of scholarly clergymen; their courses of study were classical and theological; their system of instruction was largely lecture and examination. Co-education was either non-existent or in its infancy and the whole collegiate atmosphere was one of leisure, formality, devotion to tradition, and impractical pedantry. Such a thing as a professional training school for the training of teachers was unheard of.

During the decade just past, 1910 to 1920, education in the United States has experienced what future historians will doubtless term the Great Awakening of the twentieth century. Careful surveys of various features in the educational systems have been made in many states. New laws relative to compulsory school attendance for youths, and certification and training of teachers have been passed. Teachers' colleges have been created as a definite part of the university system in various states, while training schools for teachers have been attached to many sectarian colleges. In many instances, the student enrollment in the departments for the training of teachers has rivaled that of the departments of liberal arts. All this shows that during the earlier years of the twentieth century the art of teaching became a recognized profession requiring an amount of professional training that tends to prohibit the previous practice of making teaching sometimes a mere interlude in progress toward some other preferred vocation.

As a part of this new movement, many carefully written histories of education have been published by competent authorities who have made exhaustive research for the names and works of those great men who had towered above their contemporaries as pioneers in the advancement of teaching and learning.

There is one chapter in the history of education in the United States, especially in the middle west that, so far as is known, has never been written. It is a most important chapter. One name is usually omitted from the lists of great educators in text books on educational progress. That name is rarely mentioned in the many classes that assemble in the various institutions for the training of teachers. It is an illustrious name.

The unwritten chapter should record the rise, prosperity, decline, and fall of the National Normal University of Lebanon, Ohio. The omitted name is that of its founder, the prince among educators, the father of normalism in the middle west, the discoverer of the vitalized recitation, the originator of the short-term unit, year-round system of

college organization: the patient, untiring man who lived and taught fully fifty years in advance of his contemporaries and died almost coincident with the death of the school he had founded: Alfred Holbrook, teacher of teachers.

Without the history of the National Normal University and the work of Alfred Holbrook, no history of education is complete; no historian can trace the development of our modern system of college organization and normal training schools by an unbroken chain from cause to effect. To show clearly and unmistakably the place and credit for constructive work belonging to Alfred Holbrook, and to make a record of the history of his school is the purpose of these pages.

The effect of heredity and early environment together with the powerful impressions made by parental training upon a youthful mind is shown with great clearness to the student who cares to investigate the family extraction of this great educator. Alfred Holbrook was a lineal descendant of a line of Puritan Holbrooks tracing their ancestry to Derby, England. His immediate forefathers were among the twenty-three families who were the original settlers of Derby, Connecticut.

His father was Josiah Holbrook, born in 1788, educated in the common schools of Derby and fitted for college under the Rev. Amasa Porter. Josiah Holbrook entered Yale in 1806 and graduated in 1814. In commenting upon his father in his book "Reminiscences of a Happy Life," Alfred says, "In all his educational labors, whether written or spoken, father was at least fifty years ahead of his times. Even now, I apprehend that, in the majority of the most wealthy and aristocratic institutions, his educational measures and plans would be considered quite visionary and fanatical; as iconoclastic and impracticable. In fact, after meeting with the National Association of Educators in New York City in May, 1837, I remember hearing him say, with disgust, that he could find no sympathy or place of common standing with the leading educators in that association of which he was one of the original founders. All measures that they proposed—that they discussed—he considered as, in a large measure, useless, tending to stupefy the mind rather than excite the ambition of the student, and anything and everything HE proposed was considered by the worthy gentlemen who constituted that association as utterly invalid and futile and visionary." (1885)

It will be seen from the foregoing quotation that Josiah Holbrook must have been a man of original ideas not lacking in the necessary courage to push forward toward his desired goal. In fact, it would seem that his son has even underestimated the advanced position occupied by the elder Holbrook in matters educational, for in 1819 he opened on his farm near Derby, Conn., one of the first schools in America where physical and mental labor were correlated. By this plan, boys were to receive an education in which the natural sciences were given prominence, and were to be permitted to defray a portion of the expenses of such education by means of laboring upon the school farm. While this plan was not a success in its financial returns to its originator in 1819, it is worthy of note that in 1908 the state of Georgia established eleven State Agricultural High Schools as part of her state university system, carrying out a scheme very similar to that tried by Josiah Holbrook in enabling the students to defray a large part of their living expenses by working on the school farms.

In October, 1826, the American Journal of Education published an article by Josiah Holbrook upon the subject of "The Association of Adults for the Purpose of Mutual Education." Soon after this at Millbury, Mass., he organized the first American Lyceum. It seems that his plan in general embraced the idea of the organization of town, county, state

and national lyceums. A Lyceum was an organization of persons interested in self culture and the acquisition of general knowledge, especially in the field of science. In order to make the lecturer's work more practical and interesting, Holbrook invented a rather complete line of laboratory apparatus capable of being manufactured at reasonable prices.

The Lyceum idea spread so rapidly that in 1834 there were three thousand Town Lyceums scattered over the country, in practically all the states in the Union. On May 4, 1831 a convention was held in New York City for the purpose of forming the National American Lyceum. For several years after this, annual conventions were held, but for reasons unknown, the National American Lyceum did not continue to meet after 1839. However, the Coit Lyceum Bureau recognized Josiah Holbrook as the founder of the American Lyceum system in a circular issued in 1926 announcing the Lyceum Centennial Celebration held in Boston in November, 1926, at which time a memorial was dedicated in honor of Mr. Holbrook.

In connection with his activities in founding lyceums, Mr. Holbrook was the founder of Berea, Ohio, which was what he termed a Lyceum Village. He met his death in 1854 when he fell from a cliff near Lynchburg, Va., where he was studying some geological formations. Such was the father of Alfred Holbrook.

Alfred himself was born in Derby, Conn., in 1816. His mother died when he was two years of age, and he was cared for by his aunt, Mrs. Melissa Holbrook Craft, until his father took personal charge of his further training and education. In 1827, Josiah, who was giving a series of scientific lectures at Groton, Mass., sent for Alfred and entered him as a pupil in the Groton Academy. In addition to this schooling, true to his theory that the education of the mind should go with practical training, the elder Holbrook hired a watch-maker to give to his son daily training in the use of tools. At the same time the boy was supplied with a set of drawing instruments and was encouraged to learn mechanical drawing.

When the boy was about fifteen years of age, his schoolmates began to plan to enter college, but his father was so opposed to the work of colleges as practiced at that time, and so alive to what he considered the moral hazards encountered by the typical college student, that he refused to send Alfred to college. Instead he set his son to work in his apparatus factory. There the lad worked ten hours each day, pursuing his studies in the morning and evening in his room. As a reward for mastering Day's Algebra in about one month of time, the boy received from his father the present of a watch.

For some time, Alfred continued working in his father's manufactory, where he had abundant opportunity to make a study of geological specimens as they were obtained and classified before being shipped to other points. A wide variety of mechanical and art work was of necessity carried on in an establishment of that kind where so many different pieces of scientific apparatus were prepared. During this period of his life, the boy was a frequent visitor in Harvard University, and the Boston Museum. He had the advantage of sometimes being among professors of Yale University when they would gather in his grandfather's home in Connecticut where he would listen with boyish curiosity to their learned discussions.

In the Fall of 1833 at seventeen years of age, Alfred Holbrook was engaged to teach his first school at Monroe, Conn. The term was for six months, the teacher to "board round" and receive $14.00 per month if he were not discharged before the end of the six months. If discharged before the end of that time, he was to receive $12.00 per month.

This young pedagogue was permitted to teach out the six months at the price agreed upon in spite of the fact that the school board had only to express themselves dissatisfied with his work one day before the expiration of the term in order to have reduced his wage from $14.00 to $12.00 per month for the time taught. Not only were they well pleased, but they asked him to continue his work for the summer term at the same price although custom had always given the summer school to some lady at the price of $4.00 per month. Young Holbrook declined the offer however, as he had planned to go to New York for the study and practice of engineering.

While he had no intention of making teaching his profession, it was while teaching this short six months term that Alfred Holbrook began his study of pedagogy. He states that when he had been teaching about three weeks, he asked himself one noon as he was walking to his lunch, "What is the matter with the arithmetic class? Arithmetic certainly ought to be made interesting and the study exciting, and I am not accomplishing anything but my own defeat and the discouragement of my pupils.———The trouble is not with the children. The difficulty, Alfred Holbrook, is with yourself;———you do not know how to teach."

After a night of deep thought and analysis, he evolved the plan of careful preliminary drill, making the mastery of the subject a project, even causing discussion upon the part of the pupils as to whether the teacher himself knew the answers to some of the questions. From that time on, his school room became a place of delight to him and of interest and profit to his pupils.

In the early summer of 1835, Holbrook went to New York and secured a position as a workman in the establishment of Blunt Brothers, manufacturers of engineering instruments, corner of Water Street and Maiden Lane. For his work he was to receive board and such other wages as his ability might justify.

While in New York, Holbrook joined an association known as the Mechanics' Institute. This afforded him a pleasant place in which to spend his evenings, access to a useful library, and a course of weekly lectures upon scientific subjects. Practical demonstrations were customary, such as the synthetic production of water by the chemical union of hydrogen and oxygen ignited by an electrical spark, also the activity of oxygen and phosphorus with relation to each other. Frequent mishaps and explosions added to the interest and instructiveness of these lectures. They were conducted by a Dr. Dale. Mr. Graham, the originator of Graham flour and bread, was another lecturer at this Institute. Horace Greely was a frequent visitor at Holbrook's boarding place in the Bowery.

By the time young Holbrook had been promoted in his work to the construction of the more delicate parts of scientific instruments, lack of out of door exercise, together with long hours of concentrated precision work at his bench caused a break-down in his health. As a result of this collapse he gave up his place in New York and went to West Troy where he secured employment in Meneely's, Mathematical Instrument Makers.

In spite of agreeable work and better wages than before, his health remained so bad that he returned to New York. Soon after, in 1837, he left the East altogether and came to Ohio where he had relatives living in Kirtland. From here he went to Booneville, Ind., where he engaged in surveying. Still handicapped by miserable health, he rode horseback from Booneville back to Kirtland, Ohio. Here he was welcomed and cared for by relatives, especially by his first cousin, Melissa Pierson, two years his junior. This young lady had received training in Oberlin

College. She was a devout Christian, a lady of great ability, devoted to religious work and skilled in teaching and in music.

The following autumn, 1840, feeling that teaching was the only occupation open to him, Mr. Holbrook agreed to take charge of a school in the village of Berea, Ohio. He was to teach three hours daily for a salary of $15.00 per month, while his cousin Melissa was to teach with him, full time for $25.00 per month.

Berea has already been mentioned as a Lyceum Village. To dwell upon it to any length would make a history in itself. Briefly stated, a Mr. John Baldwin seems to have been the financial power and executive head of a Methodist religious community project at Berea. For a time, the community tried to operate its affairs upon the scriptural conception of "all things common", with the usual result that the lazy lived by the efforts of the industrious. Finally, in 1839, Mr. Baldwin assumed all the financial obligations of the community, and disengaged himself from such a partnership. Becoming acquainted with the lyceum ideas of Josiah Holbrook, the latter was invited to Berea to establish a Lyceum Village. The actual work of laying out the proposed village into streets and squares was done by Holbrook senior, and John Baldwin. During one forenoon, the work had been delayed because of the dullness of the ax used to sharpen the corner stakes, so at noon it was proposed to sharpen the ax. Holbrook held the implement while Baldwin turned the stone. Engrossed in conversation, Holbrook had failed to observe the ax for some little time, when he was surprised to note the rapidity of the work of the stone. This excited his curiosity, and when he found that the stone had been obtained from a nearby outcropping of the rock underlying the whole section of country, he at once exclaimed upon its superiority as an abrasive. The result was that the elder Holbrook proceeded at once to New York where a market for the Berea grit was opened, while Mr. Baldwin busied himself establishing the necessary machinery with which to manufacture the grindstones. In addition to his other activities, Mr. Baldwin was very eager to see the proper facilities for education established in Berea, so the contract with Alfred Holbrook mentioned above was duly executed.

This school was so successful that many students from other villages came to Berea to attend Mr. Holbrook's school. One result of his activities was that his dyspepsia became acute, taking the form of dysentery which brought him to so weak a condition that his life was despaired of. Finally, he refused to take any medicine, and asked that they simply leave him in peace. After lying in an exhausted sleep for the greater part of three days, he asked for water which he took in increasing draughts. In five days he was able to walk across the room and eat a little rice. A week later, he was in the school room once more and after that severe illness, he enjoyed far better health for the remainder of his life than ever before.

A second result of his work in Berea was that the love that had been developing between him and his cousin Melissa became so great after the tender care which she lavished upon him during his illness that they were married. Alfred himself was in debt about $20.00, while Melissa had about $12.00 in money the day they were married. In speaking of this marriage, Holbrook goes on record as being against the marriage of cousins in the abstract, but at the same time he says that no bad results occurred in his own case. It seems to have been his conviction that he and Melissa were designed for each other by a Higher Power. That conviction will find endorsement in the minds of many readers no doubt, when it is considered that the two lived for many years of perfect harmony together, Melissa by temperament and training

proving to be the one woman capable of assisting and encouraging Alfred as she did in his great work as an educator.

The two remained at Berea for nine years, during which a new building was erected for the school which grew rapidly. After a time however, Mr. Baldwin became very anxious to provide for its future in such a manner as to insure its perpetuation as an educational institution under religious guidance. To that end, he succeeded in placing it under the direction and ownership of the Methodist Episcopal Church. Very soon strained relations arose between Alfred Holbrook and the minister who was placed by the conference at the head of the school. In spite of this state of affairs, the trustees, by a unanimous vote retained Holbrook at the head of the school with an increase of salary, accepting the resignation of the minister and appointing another in his place. Seeing the lack of congeniality in his situation however, Mr. Holbrook soon resigned and went to Chardon where he had arranged to open another school.

All this historical matter has been included to show that Alfred Holbrook was the real organizer of what was then called Baldwin Institute, now Baldwin-Wallace College.

His first act after moving to Chardon, was to realize funds from the sale of his property in Berea, $2500.00 of which he expended in Boston for laboratory apparatus, some of which he kept until it was destroyed in a fire later in Lebanon.

The Chardon school grew rapidly, but during its second year another physical breakdown caused Mr. Holbrook to refund tuition, and close the school. After a few weeks of rest, he entered into partnership with a Dr. Nicholls as Associate Principal of Western Reserve Teachers' Seminary at Kirtland, Ohio. Before actually beginning his work in this school, he took a trip to Cincinnati, thence down the river to New Orleans, interviewing school men and selling the Holbrook scientific apparatus. While in New Orleans, he experienced an attack of cholera from which he was relieved by means of taking a drink of liquor while plunged in a very hot bath. Escaping from the city, he had a choice of either of two steam boats up the river to St. Louis. After first deciding upon the cheaper of the two boats, he changed his mind and took passage in the higher priced boat. It so happened that this was a fortunate choice, as the first boat was quarantined on account of cholera before proceeding very far, and some twenty of its passengers died of the disease.

After visiting relatives near St. Louis, Mr. Holbrook returned to Kirtland and opened his work there in 1851. After one year in Kirtland, he removed to Marlborough to become the head of the public schools there. His reason for this move was that from personal experience as a public school teacher he might become later fitted to become a trainer of teachers. Would that present requirements were such that no man might teach in a teacher's training school until he has spent at least ten years in the public schools as a teacher!

At the end of three years, the school in Marlborough had reached the limits of growth in accommodations for students, so Mr. Holbrook became the superintendent of the schools of Salem, Ohio, at a salary of $1200.00 per year. Here he began to put into practice theories which he had evolved from his previous experiences and observations. The school of some 550 pupils was carefully graded. The amount of work to be covered in certain time intervals in various subjects was settled by conference with the eight subordinate teachers. Weekly teachers' meetings were held and the whole school was conducted upon a basis of efficiency not yet attained by some school systems of this state even today.

In August of 1855, Mr. Holbrook was invited by the teachers of

THE OLD ACADEMY

Southwestern Ohio, to join them in forming a Southwestern Normal School Association. The meeting of this Association was to continue three weeks at Oxford in the buildings of Miami University. Holbrook was to take charge of the special professional training work of this institute.

Other teachers who were prominent leaders of the meeting, were John Hancock and Prof. Rickoff of Cincinnati; Charles Rogers of Dayton; C. C. Ellis of Georgetown and David Parsons of Urbana and in addition to these men, other teachers and lecturers were employed for different branches of instruction.

The general enthusiasm became so great that finally a plan was presented for the Association to form a permanent organization to establish a Normal School for the training and instruction of teachers. Evidence of the keenness with which that gathering of teachers must have felt the need for such an organization is found in the fact that their action was taken in the halls of an old established state-supported college of the conservative type and of recognized standing. It would seem that a general education was at that time regarded as the one essential, while professional training for teachers was practically non-existent.

Mr. Holbrook was appointed on the committee to draft a constitution for the Association, including its principal object, the Normal School. The constitution which he offered was adopted and a Board of Trustees was appointed for the purpose of selecting a site for the school and securing a principal. Notices of the plan and of the desire of the Board to communicate with any town desirous of furnishing the necessary grounds and buildings to secure for itself the location of the new school were inserted in the various papers of that region. As a result, Judge J. C. Dunlevy and other leading citizens of Lebanon communicated with the Trustees, and that town was made the seat of the school. Before the meeting in Oxford adjourned, Mr. Holbrook was made Principal of the new Normal School, and proceeded at once to Lebanon to complete his arrangements for his new work.

At that time a school called the Lebanon Academy had been in existence for several years. The property consisted of a large rectangular two storied brick building situated in the northern part of the village. This school had not been successful financially, so under the terms by which the Normal was located in Lebanon, under the leadership of some of the most enterprising citizens headed by Judge Dunlevy, a joint meeting of the Board of Trustees of Lebanon Academy and the Board of Trustees of the Southwestern Normal Association was held. The Academy property was transferred to the latter Board. The latter Board agreed to establish and maintain a school in the building. Lebanon agreed to send to the new school an average of eighty pupils for a period of five years at such rates as the new Board might determine.

At that time, the nearest railroad station was South Lebanon, five miles away. Nevertheless, Mr. Holbrook expressed himself as delighted with the general location. The physical features of the village, its apparent healthfulness, the intelligent character of the citizens, and the fact that he found at least a dozen very desirable residences without tenants caused him to feel that no mistake had been made in the choice of a location for a teachers' training school.

After returning to Salem and teaching a term of nine weeks necessary to complete his year's contract there, Mr. Holbrook made all his arrangements, issued the necessary circulars, and opened his Normal School on the seventeenth of November 1855. At once, the various petty annoyances and financial embarrassments so often incident to a new venture of a

semi-public nature beset him. The Trustees strongly advised against any expenditure of money for improvement or equipment. They emphatically declined any personal responsibility whatever. The building needed repairs, and there was no apparatus. No member of the Board of Trustees was present at the opening. Using his own money, Mr. Holbrook proceeded to make the necessary changes in the building. His own library of some three hundred volumes, and apparatus that had cost him $2500.00 were placed at the disposal of the school.

The public school teachers of that entire section were as a whole antagonistic to the new enterprise, fearing that the location of a training school would bring in such a flood of teachers as to lower the wages of that region to the starvation point.

This would seem to indicate that those teachers themselves must have been in need of a little professional training and missionary spirit. At that time, the price paid as wages for a teacher of a one-room country school was $1.00 per day. Before the Normal School had been in existence many years, trained teachers were demanded by the boards of Warren county and the salary schedule had risen to from $2.50 to $3.00 per day.

When Mrs. Holbrook and the six children arrived in Lebanon, some of the best friends of the new venture felt a great degree of concern. It was felt that if Mr. Holbrook's efforts to build up an academy in that town were not crowned with far better success than were those of his predecessors, he could not possibly provide for so large a family.

Upon learning of this feeling, he remarked to a friend, "It is not my expectation that Lebanon will sustain me and my family; but it is my purpose, Deo volente, to build up Lebanon, and, to some extent, to sustain the town." While it will become necessary from time to time to mention certain matters with regard to the relations that existed for years between the school and town, that particular subject contains so much of interest in itself, that a special paragraph will be given later to a brief discussion and summary of the whole matter.

From the very beginning, though the school aimed to care for students from abroad, no definite plans had been made for housing and boarding them. The citizens were on the whole averse to letting rooms to students. Some parents having several children to educate, simply moved to Lebanon for the school year. Being unable to rent furnished rooms for the use of students, Mr. Holbrook, with the help of his sons of whom the eldest was only twelve years of age, equipped some rooms obtained in unused wings of houses and abandoned shops with bed, table, two chairs, and a second hand cooking stove. Such quarters were thankfully accepted by the students who boarded themselves and entered enthusiastically upon their educational work.

It is probable that the greatest embarrassment encountered that first year was caused by the field agent appointed by the Board of Trustees.

That individual was supposed to travel the surrounding territory for the purpose of stirring up enthusiasm and securing students for the new school. He sent in between twenty and thirty students largely from Brown county, but he had collected the tuition in advance and kept the bulk of it as his own reward. This left Mr. Holbrook with the task of conducting the school, teaching the students thus sent to him, and all this without adequate financial support. It had been agreed by the trustees that Mr. Holbrook should be allowed a salary of $1200.00 as Principal, and that he should be in complete control of the institution, making such regulations for its organization as seemed proper to him. Mrs. Holbrook, who was in charge of the "Model School" was to receive a small salary in addition. At the close of the first year, a total of $320.00

was all the money that had been used for the needs of the Holbrook family, the remainder having been consumed by the agent for his own salary, and also for the salary of the two teachers.

As the first year drew to a close, a summer Institute of five weeks was advertised as part of the regular work of the Normal. The assistance of other educators was secured, and arrangements were made whereby about one hundred additional students were to be accommodated during the Institute in homes and hotel, at a rate of from $2.25 to $3.00 per week for room and board. After the announcements were made and the enrollment promised to be large, the persons who had agreed to take students at the advertised rates began to repudiate their agreements, being desirous of raising the rates. Realizing the harmful results to the future of the school if he should fail to make good on his announced rates, Mr. Holbrook proceeded to act with his usual promptness and vigor. He rented a large empty building that stood on the corner of Mulberry and Mechanic streets. This might house sixty students, two in a room, but was wholly unfurnished. He next purchased in Cincinnati the first Wheeler and Wilson sewing machine ever brought to Lebanon, but when it arrived, he found that owing to some carelessness in assembling and adjusting it at the factory, it would not work. Though it was guaranteed, there was no time for the delay that would have ensued had he taken the matter up with the company.

Thanks to his earlier mechanical training, Mr. Holbrook was enabled to take the machine entirely apart, find and adjust the difficulty, after which it functioned properly. Mrs. Holbrook then made the ticks, sheets, pillow cases and covers for thirty beds. Her husband meantime secured the meager furnishings necessary to the comfort of the students, and after four weeks of strenuous efforts, found himself ready for his Institute. Some students boarded themselves, while many went to the hotel. At the end of one week, a committee of the students boarding at the latter place complained so vigorously as to the fare they were receiving for the price paid, that the Holbrooks arranged to convert their dining room and sitting room both into students' Commons. Additional help was secured and sufficient table ware to care for about seventy-five students. By such strenuous efforts, the first year's work was made successful in every department except its treasury.

The details of this first year have been related thus completely because the difficulties then encountered and surmounted had a direct bearing upon the future development of the school and its organization.

In the decisive manner by which Mr. Holbrook met the difficulties of securing lodging and board for his students, he laid the foundation for the dormitory system that he later built up. In his determination to prevent any local monopoly from assessing his students unreasonable rates for accommodation, he won that name for himself which he always thereafter bore of being first, last and all the time the consistent friend of those seeking educational opportunity.

By the constitution written by Mr. Holbrook himself, provision was made that three Trustees were to be elected each year by the votes of the students themselves. Shortly before the close of the first year, Judge Dunlevy, one of the Board, informed him that a plan had been made to oust him as principal of the school after the first annual election, substituting in his place a member of the Board of Trustees.

When the election occurred, by action of the students, three new members known to be favorable to Mr. Holbrook were elected. The three antagonistic members now planned to leave the trustees' meeting before the motion to elect a principal could be offered, thus leaving no quorum. However, Judge Dunlevy rose and offered a resolution for the re-election

of Mr. Holbrook. The president of the Board then put the motion to a vote before the three conspirators could leave the room, and Mr. Holbrook was re-elected. It is significant that the agent who had absorbed such a large percent of the income of the school during the first year was a trustee and one of the conspirators. The three men did not resign, but they did not thereafter appear in any of the meetings of the Board.

As the trustees were elected each year by the votes of the students, and as they owned no property, had no financial resources and assumed no financial obligations—all these being assumed by Mr. Holbrook in person—he became from this time on in every sense the real head of the school. Freed of the expense of a field agent, and profiting by the hard experiences of the first year, he was enabled to build up a school that for many years showed a steady growth in size, scope of work and prestige. Such was the beginning of the National Normal University, whose fortunes were guided by Alfred Holbrook for forty-two years.

The subsequent history of this school will be dealt with under two general heads, first, the mere history of the school as an institution covering the time between 1855 and 1917: second, a narrative discussion of its methods, its philosophy of pedagogy, and its place in the history of education.

The history of the school will be divided into three periods. The first should be called the Period of Expansion extending from 1855 to 1885; the second should be called the Plateau Period, extending from 1885 to 1897; the third should be called the Period of Decline, extending from the retirement of Mr. Holbrook in 1897 to the closing of the school in 1917.

PERIOD OF EXPANSION

As has already been stated, the school was begun with extremely meager financial backing. It seems never to have been operated primarily for the financial advantage of its founder. Rather it would seem that the Holbrooks lived for their work and in their work of organizing and teaching. Buildings and equipment became necessary, as did additional faculty members and departments of instruction. As each need was encountered, means were found for meeting that need. Rates were made reasonable and the surplus of income over total outlay constituted the reward of Alfred Holbrook. If anything requiring outlay of money was required for the good of the school, he was always ready to make the necessary sacrifice if by any means the necessary funds could be raised.

After the first year, the attendance from the village of Lebanon itself fell off some, but this deficit in local students was more than made up in the increased enrollment of boarding students who continued to come each year in ever-increasing numbers. The enrollment for the first year was about one hundred students, of which thirty were children under twelve years of age who were enrolled in what was called the "Model School" under the direction of Mrs. Holbrook. This was one of the earliest attempts in Ohio along the lines of the present Practice Schools.

The number attending the second year was 257, during the third year after the abolition of the "Model School," 335 students were enrolled. The value of the buildings used by the school at that time has been given as about $10,000.00, apparatus, $1,200.00 with 300 volumes in the reference library. During this year, Mr. Holbrook began to issue a periodical quarterly, "The Normal Methods" which he issued for two years. At the end of that time, the periodical was discontinued, but the material contained in it was published in one volume under the name,

"The Normal Methods of Teaching." Mr. Anson Smythe, State School Commissioner, purchased of Mr. Holbrook 1500 volumes of this book for use in the schools of the State of Ohio. The A. S. Barnes Co., of New York, then assumed the publication of the book. For a number of years this book had a wider sale than any other pedagogical work handled by that house except Page's Theory and Practice. It was finally translated into Japanese for use in the schools of that country. This was the first of a number of textbooks published by Alfred Holbrook and other members of his faculty. It is mentioned at this time because its publication aided no doubt in giving the school greater publicity and in enhancing its pedagogical reputation.

In 1859, 360 pupils were in attendance, and 7 teachers were employed. During the Civil War, attendance went as low as 220 during one year. President Holbrook's two sons, Josiah and Heber, aged 17 and 16, were among the first to volunteer in the Union army. The first graduating class received their diplomas in 1864, and numbered nine. Upon the close of the war, when the school had been in existence ten years, 612 pupils were enrolled and ten teachers were employed. Fourteen persons received diplomas as graduates of the Scientific course, 47 graduated from the newly created Commercial Department. This year, the course of study was organized somewhat upon the plan of a full college course in two divisions, Scientific and Classic. At the same time the tuition was "raised" to $11.00 for eleven weeks.

Mention has already been made of the difficulty encountered in the very beginning to secure suitable quarters for the non-resident students in the town of Lebanon. These buildings were remodeled in such a manner as to be more suitable for housing students. In addition to this, a number of large square wooden buildings, some with two storied porches running around them, were built as dormitories. These buildings were listed in the catalogues under a variety of euphonious names. The following list of names was copied from the 20th annual catalogue: Deuterian, Tertian, Lyceum, Pentonian, Hexonian, Dektreisian, Endetian, Decian, Octonian, Ennecian, Heptoitian, Duodecian. Another building was called the Tetartian, while the residence of Mr. Holbrook was listed as the Mansion.

Until the period of decline set in, the old "Academy" was used as a recitation building. The Lyceum was a large and substantial brick building of three stories situated on the corner of Silver and East streets, across East street from the court house. The lower floor of the Lyceum contained recitation rooms and executive offices, while the second and third floors were used as dormitories.

During the fourth year, the assembly room of the Academy building could not accommodate at one time all the students enrolled, so by permission of the village council a municipal building called Washington Hall situated on the corner of Silver and Mechanic streets was leased to the school. Thereafter, this hall was used as a college chapel or auditorium ,and though the rental rate was raised, Mr. Holbrook was permitted the entire use of the hall for the evening gatherings and lectures where an admission was charged. The income derived from such evening gatherings very nearly balanced the rent.

The matter of adequate table board at a reasonable rate for students constituted a problem that found its own solution. The type of student seeking the training of the National Normal University did not lend itself readily to table luxury nor to the extravagance of stylish boarding houses. Such being the case, Mr. Holbrook continued the practice thrust upon him during his first summer's Institute of maintaining, under his own management, boarding halls where plain and healthful fare was

served at a minimum of profit. Self boarding was encouraged by him as another means of reducing the cost of living for his students. One very interesting feature of student life in Lebanon was the organization of various boarding "clubs." Some enterprising student with an ability for organization and very little cash would rent a dining room and kitchen, hire some woman as cook, and proceed to enroll members of his boarding club. A certain amount of money was collected from each student belonging to the club. The organizer, who was styled the "steward" then arranged the bill of fare and purchased the necessary supplies. After paying the cook, and the grocery bill, the necessary fee was collected by prorating the total expenses among the members of the club. The steward lived board free in return for his services. It was to the interest of each steward to maintain the best possible table at the lowest possible cost. Between the clubs, the school dining rooms and the self-boarding, the existence of expensive private boarding houses became wellnigh impossible. For over forty years, the general rate of table board in Lebanon was $1.50 a week. Sometimes it was as low as $1.25 where the student paid four weeks in advance. The more expensive private boarding houses usually charged not to exceed $3.00 per week. These rates may seem so ridiculous in these days of high prices (1928) that a brief description of the menu served in one of the $1.50 houses might be justified. Breakfast, rolled oats, milk, liver, gravy, bread, butter, ginger snaps, syrup. There was no limit on the amount of anything one might eat, except the liver, of which one portion was all that a boarder was supposed to take. For dinner, boiled potatoes and chuck roast, bread, butter, syrup, coffee, ginger snaps, dried apples or peaches. There was limit on nothing except the chuck roast of which each boarder was supposed to take one small chunk. For supper, the fare was quite frequently hash, or fried potatoes, sometimes a small quantity of dessert of some inexpensive kind, bread, butter, coffee, ginger snaps and syrup. The bill of fare was varied from time to time. When eggs were cheap, fried eggs were substituted for liver at breakfast. Beans were often substituted for the chuck roast. As a rare treat, sometimes hot biscuits and jelly were served for supper. Sunday dinners were always a little better than the usual meals. The table ware was plain, but the service was neat and clean. Needless to state, only a good cook could keep her crowd.

As a general rule, the health of students was excellent, and a gain rather than a loss of weight while in attendance at the Lebanon school was the rule. No doubt this condition was caused partly by the plain and wholesome fare, and partly because of a regularity of habits necessary if a student kept the pace that was in vogue so far as his studies were concerned.

To give all the details of the growth of the school in attendance, and its expansion in its departments of study would be not only impossible but unnecessary. A few facts gleaned from a careful scrutiny of such of the old catalogues as are still available are mentioned because of their bearing upon the whole subject.

In the twentieth catalogue, the title of "Principal" was used in reference to Mr. Holbrook. The principal departments of the school at that time were the Collegiate Department, in which psychology, logic, criticism, mathematics, science, rhetoric and English were the major subjects; and the Teachers' Department, in which English grammar, theory and practice of teaching, school government, mathematics and the common branches were the major subjects. In addition linear, perspective, mechanical and architectural drawing and vocal music were offered. A Business Department was maintained in addition to the two already mentioned in which courses of study were offered in science

of accounts, theory and practice of business, commercial arithmetic, penmanship; and an Engineering Department which offered work in mathematics, surveying, railroad engineering, English composition, geography, physiology, natural science, natural philosophy and projection drawing.

The following subjects, common enough now in many schools, were mentioned as extra branches which might be pursued by the payment of a small extra tuition: German, phonography, telegraphy. A special teacher offered instruction in the art of playing the reed organ, piano or melodeon.

The Collegiate Department was divided into two courses of study, the Scientific, requiring fifty weeks, and the Classic likewise requiring fifty weeks, but with the completion of the Scientific course as a prerequisite. The Teachers' course required twenty-two weeks if it led to a certificate, or thirty-three weeks if it led to a diploma. The completion of the Business course required from twenty-two to thirty-three weeks, and the Engineers' course from thirty-three to forty-four weeks, according to the ability of the student.

General tuition was $1.00 per week at that time, payable eleven weeks in advance. Room rent ranged from forty to sixty cents per week per student, two in a room, lights and fuel not furnished by the rooming house.

The buildings in use at that time were valued at $90,000.00, the scientific apparatus at $1,200,00 and the library contained 2000 volumes. Six persons graduated from the Classic course in 1875, forty from the Scientific course, and fifty from the Business department. The total enrollment for the year was 1576. The faculty, which at that time was called the "Board of Instruction" was composed of eighteen individuals.

From an inspection of the 31st catalogue, a vivid picture of the rapid expansion of the school was seen. Alfred Holbrook had assumed the title of "President of the University", the departments of study already mentioned had been enlarged and enriched by the addition of other more modern subjects. Departments of Law, Medicine, Shorthand and Typing, Pharmacy and Photography had been added to the school. The faculty was composed of thirty-five individuals. Local chapters of Y. M. C. A. and Y. W. C. A. had been established in connection with the school. The 32nd catalogue showed the addition of ten more members to the faculty, while Modern Languages and Fine Arts had been added to the courses offered. Two years later, a Department of Bible Study was offered for the benefit of persons contemplating entering the ministry.

THE PLATEAU PERIOD

The foregoing notes have brought the story well up into the Plateau Period. Certain events occurred about this time that were a result of the prosperity and success of the school and yet played a part in causing the Plateau, resulting in the Decline.

It will be noticed that from the very beginning, President Holbrook was compelled to meet situations by means of various expedient makeshifts. His dormitory arrangement already narrated is one notable example of this. Such must always be the case when a venture is not carried on primarily for money making, and where it is not backed by adequate endowment. Toward the close of the Period of Expansion, being cramped for space, and apparently desirous of exchanging the make-shift method for something that would give efficient permanence to his school, he crowned the triumph of the twenty-seven years of patient effort by the erection of the University Hall and Library.

The three-story Lyceum Building already mentioned stood on a lot

extending north half a square on East street to an alley separating it from the Presbyterian Church. It was a very substantial structure. On the alley and fronting on East street, the new University Hall was located. In size, it was as large and imposing as the Lyceum, built of brick, and so planned that in time a third building might connect the Hall with the Lyceum, thus making the whole structure one building with a continuous facade on East street. The new building contained on the upper floor a large auditorium with a stage at one end and a balcony around three sides. It had a seating capacity of 1400 persons.

The space on the ground floor under the auditorium was divided by a long corridor and brick walls into three rooms. One large sunny room occupying about half of the total space housed the library of 10,000 carefully selected volumes of reference and fiction. Across the corridor were two large recitation rooms, while a basement divided into several rooms used as dining room and kitchens lay under the whole structure.

The erection of such a large brick building was a very costly venture for an organization not backed by endowment or large moneyed interests and as it stood completed in September, 1882, it was a monument to a quarter of a century of steady growth based upon honest, independent, scientific pedagogy. The erection of this building might well be considered the climax of the Period of Expansion, for it was an innocent factor in the train of circumstances that caused the downfall of the University.

On the evening of January 25, 1883, a very destructive fire broke out in the new building inflicting great damage. While the greater part of the walls was left standing and the books of the library were saved by the efforts of the students, the financial loss was very heavy because the building was practically uninsured. In addition to this, some inconvenience was encountered by the management in the necessity of making immediate arrangements to house the classes thus deprived of adequate quarters in the midst of the school term.

A dominant characteristic of Alfred Holbrook which became a prominent trait of many of the students trained in his school was the ability to meet present disaster undismayed and to react to discouragement with redoubled effort. It has been related of him that upon the occasion of that disastrous fire, he stood in the midst of a group on the court house lawn watching the fire in its fury, and as the flames went roaring up through the chapel roof, calmly called the attention of the persons near him to the magnificent colors of blended flame and smoke against the evening sky.

The extra work, mental strain and anxiety thus caused in addition to the heavy class room schedule which he always carried so reacted upon Mr. Holbrook, that in spite of all his resolution, he suffered a physical collapse in a class a short time after the destruction of the building. Recovering himself very quickly, he expressed his surprise that he should have permitted a "little thing like that fire" to have gained the upper hand for a moment.

In spite of this disaster, the credit of the University as a going concern was such that funds were raised and immediate steps were taken to rebuild upon the same walls. In addition to this, the original plan of constructing a three storied connecting link between the Hall and Lyceum was fulfilled. That portion of the building contained recitation rooms upon the first floor, the Commercial Department upon the second floor, while the third floor housed the Conservatory of Music. Public buildings constructed during the period extending from 1880 to 1900 in many towns in Ohio are characterized by complicated roofs and many towers and turrets. The City Building of Lebanon is a good example of that type of construction. On many a college campus may be found such

THE UNIVERSITY BUILDING

buildings, showing by their architecture the period of their construction.

In rebuilding the University Hall and uniting it with the Lyceum such changes were made in the whole structure as to make the whole a unit of the style mentioned above. A large and useless square tower arose from the southwest corner of the Lyceum. A similar tower was built on the southeast corner. Above its cornice, it tapered in the form of a square pyramid up to a higher level, where it was surmounted by a box-like structure probably intended some time to carry the dials of a University clock. The old Academy bell was mounted in this tower and a wire extended from the bell wheel down the corner of the building through an iron pipe which terminated in one corner of the office. From that time on to the close of the school, classes were called and dismissed by the familiar tones of this bell as it was rung by some member of the office force.

A third tower was built above the northeast corner of the University Hall. It was crowned by a revolving dome under which the very excellent six-inch refracting telescope was mounted for the benefit of the classes in astronomy. A fourth tower surmounted the new connecting link between the Lyceum and the Hall. While those towers caused a rather useless outlay of money, they represented ingenious thought and execution in the effort to combine a new building with an old one and at the same time make the whole thing an architectural unit representative of what was at that period considered correct collegiate construction.

The reconstruction of the burned building marked the beginning of the Plateau Period. Even during this period there was some increase in enrollment and certainly no deterioration in the quality of instruction and organization. In fact, there was still some expansion in departments and courses of study offered. But whereas in the Expansion Period steady growth was manifest in all departments, during the Plateau Period, such growth as was present was accompanied by the elements of decay.

While the buildings of the University were being improved, an equal enlargement in equipment had occurred. The success of Mr. Holbrook's original, direct, and vigorous methods of imparting instruction in the subjects found in the ordinary college curriculum had been such as to cause him to enlarge greatly the scope of the work of the school. In addition to courses leading to the degrees B. S. and B. A., very complete courses of study were offered in Commercial work, Law, Medicine, Music, Art, and Theology. Even after all the years that have elapsed since the National Normal University was in the height of its popularity, a surprising number of successful lawyers, judges and business men who received their early training at Lebanon have responded to the efforts of those who are striving to reorganize the Alumni and former students of that Institution.

The laboratories and other necessary apparatus for the correct presentation of those subjects were ample, and greatly surpassed in quality and completeness the equipment of many other colleges of that time. The museum contained specimens, ranging from stuffed wolves and birds down to reptiles in bottles of alcohol, of most of the original fauna of Ohio.

An examination of the student rosters of some of the old catalogues has seemed to justify the statement that the greatest annual enrollment at the University was during the years from 1885 to 1893. During those years the annual enrollment was above 2000 students, while the average number in constant attendance was between 800 and 1000. President Holbrook himself would conduct the enthusiastic recitation of classes numbering from 300 to 400 students.

This large attendance was insufficient to overcome the growing financial embarrassments of the school. As it had expanded, Mr. Holbrook had changed his style of living. Apparently, he had certain very definite ideas as to the mode of life suitable for the active head of a large educational institution. At the same time, he would seem to have lacked financial shrewdness—a failing common enough with individuals who spend their lives as students and teachers. He had purchased a fine old colonial residence with a pillared portico, situated in a residential section of Lebanon south of Turtle Creek. He maintained a stylish carriage and a splendid team of horses by means of which he was conveyed from his home to his classes. He had associated with him as members of his faculty his children, R. Heber, Josiah, Irene and Anne, as well as his grandchildren, Anne Irene, and Alfred Holbrook. As some of these children married other members of the faculty, it will be seen that to a large extent the school became a family institution and suitable maintenance for each member was a necessity.

As the school had grown larger, it had been incorporated as a stock company. Heber was vice-president of the school and treasurer of the corporation. From notes in his diary, it would seem that Heber was the financial manager while his father was the dictator as to expenditure.

In addition to the loss occasioned by the fire, President Holbrook suffered a number of family misfortunes that were a strain on his financial resources. In 1868, his son, Alfred Henry, aged fifteen, was drowned in the artificial lake called the "Reservoir" that lay just north of Lebanon. In 1884, his dearly beloved wife, Melissa, who had for so many years been his comfort and inspiration and who was in all probability the most highly esteemed of all the Holbrooks in Lebanon, died after a long and painful illness.

It is related of her, that during her illness while still able to walk about, as her condition forbade the taking of much food, she would go to the table with the family and quietly remarking "I am entitled to a dinner whether I eat it or not," she would fill a basket with food which she would take to some poor family and take pleasure in their satisfaction.

One son, John, said to have been a young man of brilliant mental endowments, disappeared and his whereabouts together with the cause of his absence have remained a mystery to the present time. In 1889, Nellie Boake, the wife of Heber, died. In July 1891, Heber married Miss Emma Gelvin who was at that time a secretary in the university office. Following their marriage, the couple went abroad and toured in Europe, attending the meeting of the British Science Association in Wales. Five or six years after the death of Melissa, President Holbrook himself was married to Miss Eason Thompson, a student from Georgia.

All these matters placed a severe financial strain upon an institution which though incorporated, was in reality a family affair. At the same time, President Holbrook would consent to no plan for retrenchment. In spite of the fact that the debt under which the school was staggering was growing no smaller, the plant was so valuable and the attendance was so large that for a time there was no apparent uneasiness upon the part of the creditors. In the issue of the Western Star for July 26, 1888, an item was published stating that the Holbrooks had borrowed $40,000.00 on bonds. In the same article was a discussion of the probabilities of the Holbrooks removing the school to some other city. An intimation was given that they had received overtures from Dayton to locate the school in that city. The preposterous degree to which the people of Lebanon had failed to understand what the school meant was shown in the system of reasoning followed in the comments upon the proposed removal. In general, the statement was made that if the Holbrooks

desired to move from Lebanon, obviously they could not move the buildings, so all they could move would be the faculty, whereupon it was prophesied that the bondholders would simply employ a new faculty as good as that of the Holbrooks and continue the school. Notes taken from Heber's diary dated at about that time confirm the opinion that the Holbrooks had in reality received offers to move the school to Dayton, Columbus, and Chattanooga.

In addition to the financial troubles, but linked inseparably with them, was a strictly domestic matter concerning the Holbrook family. Since any discussion of this matter is an invasion of the homes of persons now in their graves, it will be discussed briefly; but since the circumstances thrust themselves before the student body and contributed largely to the destruction of the Holbrook regime, they may not be ignored entirely in this narrative.

Miss Eason Thompson, Alfred Holbrook's second wife, was born in 1861 in Georgia. She was what was called a "war baby" because she was born in that time of political stress and strain in the South. The charitable are inclined to account for her very erratic temperament because of this fact. She was a woman of excellent education and great intelligence. To attempt to fix the blame for the unfortunate occurrences which followed her marriage with President Holbrook would be unprofitable, so it is sufficient to state merely that antagonisms followed her advent into the Holbrook family. She was equally unfortunate in her relationships with the school. She became a member of the faculty, and upon one occasion she precipitated an unfortunate scene of confusion during chapel by manifesting open hostility toward the United States flag which was draped upon the rostrum. Such an attitude upon her part was rather ridiculous in view of the fact that immediately following the Civil War Lebanon became noted for the large number of southern students enrolled there.* In fact, many of the alumni from south of Mason's and Dixon's Line ascribe to the National Normal University no small part in the real work of reconstruction because of the wonderful opportunity which so many young men and women from the Impoverished South found there for obtaining economically the training which they needed for their tasks in the southern schools. Therefore, Mrs. Holbrook found very little sympathy with her attitude upon the part of the students. Upon one occasion they chose to emphasize her unpopularity by presenting a gift to her husband and pointedly ignoring her.

Possibly because of his popularity and power in the school and perhaps because of the close relationships between Heber and his father, Mrs. Holbrook was intensely antagonistic in her attitude toward her step-son. It might be stated truthfully, regardless of causes, that the antagonism was mutual. In order to relieve his father of embarrassment, Heber tried to leave Lebanon, having received flattering offers of employment in other schools, but Alfred could not part with him, so he remained loyally at his post of duty in Lebanon until in 1893 the bankers of that town notified him that no further favors would be granted to the University. Heber sold the mansion for the benefit of the University Company at that time, and made every effort within his power to readjust their tangled financial affairs. Finally, on May 4, 1895, the National Normal University Company assigned to George Burr, lawyer, of Lebanon, for $75,000.00.

Following the receivership, the Holbrook family scattered. Miss Irene, the very able instructress in Latin, had married Prof. W. A. Clark,

*Colored students were debarred from attendance at the National Normal University.

professor of mathematics in the University. They went to one of the western states where Prof. Clark had secured a position in one of the state universities. Josiah, who had specialized in commercial subjects and whose wife, Laura M., was one of the teachers of oil painting in the school, moved to Knoxville, Tenn., where he established the Holbrook Normal College in a suburb called Fountain City. He remained at the head of that school for three years. A few years later, he returned to Lebanon where he served four terms as Recorder of Warren county, and died in 1921. His son, Alfred, graduated from the Classic course of the University at the age of 13 and became a lawyer in New York City where he died at the age of 27. Mrs. Josiah Holbrook was the artist who painted the portrait of Alfred above the proscenium in the University Hall. She and her daughter, Irene Hebe, at present reside in Lebanon (1928).

Alfred Henry Holbrook, or Alfred Third, or as he was sometimes known, "Young Alfred" was a very young member of the Lebanon faculty from 1892 to 1895. He was the son of John Holbrook and grandson of Alfred Holbrook. While he was known as a teacher in Lebanon for a very short time, his associates remember him as an excellent instructor and a fine student. After leaving Lebanon, he became a lawyer and is pursuing that profession quite successfully in New York City.

Heber Holbrook was in all probability the most able man as a teacher and school administrator on the faculty of the National Normal University. Certainly, he was the most popular. Old students in speaking of the school will comment upon the ability, originality and personal peculiarities of Alfred Holbrook; if they took Latin, they will pay a tribute to Miss Irene; but invariably, as drawing to a rhetorical climax they will exclaim, "and Heber!" Long after the Holbrooks had left Lebanon, their successors on the faculty, themselves Holbrook students, would relate anecdotes of Heber Holbrook for the purpose of emphasizing some point of instruction. Those anecdotes have been repeated to their respective classes in different parts of the country by high school teachers who never saw Heber Holbrook.

After the assignment in 1895, Heber suffered the loss of his second wife, Emma Gelvin. A year later, his youngest child, Faith, aged about one year, died. In 1896, he became professor of mathematics in the State Normal School at Clarion, Pa. While living in Clarion, he was joined by his sister, Anne, who took charge of his household and cared for his children. In 1899, he removed to Pittsburgh where he became principal of South High School. In this position he became quite popular and was noted for his activity in all professional organizations. On Sunday evening, February 13, 1910, while walking home from church accompanied by his son, Reginald, and in the midst of a discussion concerning the sermon which they had heard, death came suddenly.

After the assignment, the University property was all sold for the liquidation of the debts.* The dormitories and "Academy" were bought by private interests, and torn down or remodeled for various purposes. The University Building itself was purchased by a corporation called the "National Normal University Company," composed largely of individuals who desired for a variety of reasons to keep the school alive.

*Though he removed from Lebanon after the assignment, Heber labored heroically for many years in order to make good on notes he had signed during his connection with the school. In addition to his regular duties in daylight hours, he would teach in night schools and rent his house, placing his own family in cheaper quarters in order that the necessary money might be secured.

R. HEBER HOLBROOK

Knowing the wonderful prestige of Alfred Holbrook and realizing that without him the school would be even more seriously handicapped than it was already because of the failure, the company, under the direction of C. K. Hamilton, business manager, employed Alfred Holbrook as salaried President of the school he had founded. Catalogues were issued as usual. An examination of the catalogue dated 1896-1897 made clear to the reader the nature of the changes that had been made. Clippings from various leading newspapers had been reproduced on the inner cover pages, referring to the successful reorganization of the school and the hopes entertained by the management of making it as prosperous and successful as in previous years. Significant stress was laid upon the fact that the services of Alfred Holbrook, now 80 years of age but as vigorous as ever in the class room, had been secured as President of the Institution.

J. W. Withers was made Vice-President in the place of Heber. The medical course was cut down and the degree was no longer conferred "Because of lack of hospital facilities in Lebanon." Other courses of study—theology for example—were dropped from the curriculum, and every effort was made to place the school upon a sound financial basis.

Relieved of the financial burden of the school, Mr. Holbrook threw himself into his beloved work of teaching with undiminished enthusiasm as his name still drew many students to Lebanon. With the smaller number of departments and simplified curriculum, the school was at this time more like its original conception of a school for the training of teachers than it had been during the days of its greatest expansion.

It is possible that under good financial management the school might have recovered had the President been a younger man. As it was, the attendance never became what it had been before the bankruptcy proceedings. Rumors of financial unsoundness and the probability of ultimate failure continued to circulate. The establishment of more high schools all over the State and the enactment of the "Boxwell Law" in Ohio reduced the attendance in the Preparatory Department, while the antagonism of some of the conservative colleges in Ohio began to react in that State upon teachers holding degrees from Lebanon.

Besides all these matters affecting the prosperity of the school, it should be remembered that during the Holbrook ownership, the main ends in view were to teach effectively, to build up and equip a great school. Private gain had never seemed to be the main objective. The Holbrooks gave to the school themselves and all they had. Now, under a corporation, the main ends in view were to keep alive in Lebanon an institution which was instrumental in causing hundreds of alien students to rent rooms and spend money each year in the town. Expenditure upon the part of the owners for the good of the school was of course based upon financial security for the investors, and experience has shown that good schools cannot compete with state-supported institutions of learning and be financially remunerative, hence the requirement upon the part of associations of schools and colleges that a certain productive endowment shall be considered necessary to give a college an accredited rank.

In 1897 Mr. Holbrook resigned his position as President of the National Normal University. The feebleness of age had begun to make itself manifest, so he turned toward lighter employment and a more favorable climate. He formed some connection with a school at Huntingdon, Tenn., owned by a Prof. Baber and his wife, both former Lebanon students. Before her marriage, Mrs. Baber had been Miss Emma Dailey who was for many years an excellent and popular teacher of rhetoric in the National Normal University. After remaining with the Babers a

short time, the Holbrooks went to McMinnville, Tenn., where they secured possession of an old private school and tried to establish the "Alfred Holbrook Normal College." This venture was unsuccessful so Mrs. Holbrook sold the school. As her husband continued to decline in health, she went east where she took some special work in medicine, after which they both returned to Lebanon in time for Mr. Holbrook to make a memorable address to his former pupils and the students of the University during Commencement week of 1905 when the fiftieth anniversary of the school was celebrated. Thereafter he continued to live in semi-retirement in Lebanon where his wife as Dr. Eason Holbrook built up a fairly good practice of medicine.

Cincinnati has been quite naturally the residence of a large body of Lebanon alumni. They were for many years well organized, and during the last few years of the life of Alfred Holbrook, they would journey in a body to Lebanon upon each annual return of his birthday. After felicitating him upon his advanced age and keen mind, as an expression of gratitude and appreciation for the inspiration they had received from him, they would hand him one silver dollar for each year of his age. He died in 1909, preceding the death of Heber by one year. Dr. Eason survived her husband for ten years.

THE PERIOD OF DECLINE

The resignation of Alfred Holbrook in 1897 marked the close of the Plateau Period in the history of the school. The Period of Decline followed. In considering the Period of Decline, the reader should bear in mind that the term is used solely as applied to the financial prosperity and student enrollment of the school. Curiously enough as will be shown presently, during the years of decline, the scholastic standing of the school was considerably advanced and even the enrollment showed an upward curve between the years 1901-1908.

President Holbrook was succeeded by John W. Withers, himself a graduate of the Lebanon school. President Withers was an able school man, as his subsequent career has demonstrated, thoroughly imbued with the Holbrook ideas and ideals in school organization. Notwithstanding his efforts, the financial affairs of the corporation failed to show any improvement. He resigned in 1901 and went to Yale for graduate work where his outstanding scholarship created a favorable impression as to the type of work done at Lebanon. In 1904-'05, he was Principal of Yeatman High School, St. Louis, Mo. In 1905, he became Principal of Harris Teachers' College in that city. In 1917, he became Superintendent of the St. Louis schools in which position he remained until 1921 when he resigned to become Dean of the School of Education of New York University.

Speaking of his connection with the school in a recent letter to the author of this history, Dr. Withers said, "I had little hope of the permanence of the institution at the time I left it unless the policy could be changed to the extent of permitting some sort of endowment. The reason for the decline of the institution was partly due to the development of normal schools embodying somewhat the same idea in other parts of the country especially that at Valparaiso, Ind., the faculties of which carried with them the aggressiveness of the Holbrook spirit and cultivated the patronage of those in their own sections of the country who might otherwise have gone to Lebanon. This, however, was not the only cause or even the most important one. The public school systems of the country were developing toward their present comprehensiveness and efficiency. It was easier for boys and girls the country over to get a good elementary education and even a good high school

education while remaining at home and the colleges were increasingly taking over the product of the high schools so that the type of young men and young women to whom the Normal appealed was becoming fewer and fewer and the need of the institution less and less pronounced."

If this were a history of the development of the whole independent normal school movement in the mid-west, a number of pages could be written showing how the threads were woven connecting the old Parent Normal at Lebanon with many other schools of like nature. In view of Dr. Wither's reference to the one at Valparaiso which manifested "The aggressiveness of the Holbrook spirit," mention should be made of the fact that prior to founding that school, President Brown was a student at Lebanon. Prof. O. P. Kinzie for many years Vice-President of the Valparaiso school, together with his wife, formerly Miss Sarah Jane Porter, were very popular and efficient members of the Holbrook faculty in Lebanon from which positions they resigned to become members of the Valparaiso faculty.

President Lehr, the founder of the Ohio Northern Normal School, had been a pupil of Alfred Holbrook before founding his school at Ada in 1871. The twentieth annual catalogue of the National Normal University lists Warren Darst as Professor of Rhetoric and English. In 1883, Prof. Darst purchased the stock in the Ohio Northern Normal owned by Professors Neff and Stringfellow and became a partner in the latter school. Valparaiso and Ohio Northern became the strongest competitors of Lebanon and were conducted very largely upon the same general plans. It is interesting to note in passing that the same changing conditions in State education mentioned by Dr. Withers, had an effect upon those two schools so that they each avoided the fate of the National Normal by securing the support of denominational organizations.

After the resignation of President Withers, three Normalites formed the nucleus of a much diminished faculty that labored heroically to prolong and renew the life of the failing school. J. O. Creager was President, J. Andrew Drushel was Dean, and Fletcher Hawk, a teacher in Cincinnati Public Schools and pupil of Irene Holbrook was made head of the Latin department. During the first year of the new administration, they were employed by a board of trustees but at the end of that year Creager, Drushel and S. A. Stilwell, county auditor of Warren county, assumed control of the school by acquiring a majority of the stock.

Thereafter, these three men employed the faculty, assumed the responsibility for the payment of their salaries and divided the surplus income after meeting the incidental expenses of the school. Quite frequently there was no surplus to divide. With the close of the administration of these three men, the real old National Normal University came to an end, so a few details of their work are worthy of prominence in this narrative.

President Creager and his associates seem never to have lost sight of two definite aims in their work—the maintenance of the excellent quality of instruction in which they had been trained by the Holbrooks, and the securing of definite recognition of their school by other schools of recognized rank. Lack of money made necessary a small faculty, consequently each teacher carried very heavy work. Their labors began early in the morning—often as early as six o'clock—and recitations were carried on by gas light in the evening. Such conditions had existed under the Holbrooks, because of the large enrollment; they were now continued because of the poverty of the school. In spite of this heavy handicap, the teachers managed to meet their classes with such excellent preparation and vigor that their spirit seemed communicated to the

students so that individual response was ready. Only classes of excellent ability in any institution today exhibit the preparation and enthusiasm shown in Lebanon in the years from 1901 to 1908.

Prof. Drushel had been a teacher in the University under the Holbrooks. Speaking of the early morning classes, he has made the following statement. "In June, 1895, Prof. Heber gave me a class in geometry, also one in trigonometry. There were about fifty in each class. The "trig" class met at five A. M. in Room "D". You can be sure there were no flunks in that class. The hour was an effective selective agency. I still have the class record of those first classes of mine in the Old Normal. On the rolls are the names of several people now well known in the educational world, for example, A. B. Withers, J. O. Creager, young Alfred Holbrook (son of John Holbrook) E. G. Payne, Frederick William Roman, author of 'The New Education in Europe,' J. J. Maddox, now Supt. of Schools, St. Louis, Mo., and many who later did outstanding work as students at Lebanon and elsewhere."

Notwithstanding the excellent work of President Creager and his faculty, the school failed to prosper financially. At the time his administration took charge, the enrollment during the winter sessions did not far exceed fifty students. These students themselves were quite aware of the discouraging situation but at the same time they were quite aware of the inspiring quality of the instruction they were receiving as well as the economy both of time and money which was afforded them by the type of school they were attending. In spite of all difficulties and discouragements—perhaps because of those very difficulties and discouragements—there arose somehow a stubborn spirit of determination among the students that seemed to aid them in acquiring a deeper knowledge of the subjects pursued than has been acquired in many cases by students loafing lazily in modern steam heated buildings equipped with every convenience for the painless and effortless absorption of verbal knowledge.

Mention has already been made of the fact that there was some increase in enrollment as well as improvement in the academic standing of the school during the administration of President Creager. Up to that time, there had been a disposition upon the part of neighboring colleges to discredit work done at Lebanon for reasons that will be discussed in a later paragraph. The shortness of the time spent in acquiring a degree from the National Normal University caused nearby colleges to overlook the possible quality of the work done as well as the type of student who might have done the work. At the time President Creager assumed his duties in Lebanon, he held both Bachelor's and Master's degrees from Yale and had been a graduate student at Harvard in 1900-1901. During his administration, a certain connection was established between Lebanon and Yale which resulted not only in an increase in the enrollment at Lebanon, but also in bringing there a splendid type of student.

The means by which this connection was established are best explained by a quotation from a letter written by him and dated July 12, 1928.

"In 1896 I was a graduate from the Normal and since there had been one other student enter Yale from the National Normal University, I was emboldened to try it. This other man was Samuel Peterson, who is now a lawyer somewhere in Texas. He had entered upon examination, and I likewise entered Yale in the Fall of 1896 by examination. I completed the course for the senior year and took my B. A. degree in the Summer of 1897. When I came back to the Normal as President, one of our students decided to go to Yale and he did so upon my recommendation. He likewise took an examination. After that I had a letter from

Dean Wright, at Yale, saying that if I would recommend only the best students from Lebanon he would thereafter accept them, upon my recommendation, without examination."

During the administration of President Creager the number of students who went from Lebanon to Yale to obtain degrees and creditable academic rank was not far from fifty. This not only helped to increase the enrollment but aided in establishing better relations with schools nearer home. Case School of Applied Science in Cleveland gave full value to work done at Lebanon: favorable terms were secured by some students with Ann Arbor, Mich., and the University of Kentucky; some girls were successful in entering with advanced standing at Radcliffe; favorable terms of admission with due credit for work already done were granted to some students by Ohio State University. Such recognition meant that thoroughness of accomplishment together with the plan of the year-round school was gradually winning stability for the academic standing of the National Normal University which now needed only an adequate endowment to maintain itself upon a permanent basis.

In August, 1904, Prof. Drushel withdrew to go to Yale. At that time five other graduates of the National Normal Classic Course went with him. All six received senior standing in Yale, without examination.* In June, 1905, five of the six N. N. U. men graduated at Yale with the rank of Philosophic Oration, the highest rank bestowed by Yale on A. B. graduates. The sixth member of the group made High Oration rank. Prof. Drushel himself later became an instructor in Harris Teachers' College in St. Louis, Mo. He obtained the Ph. D. degree, and at the present time (1928) is associate Professor of the Teaching of Mathematics in New York University, and is well known as an author of textbooks in mathematics.

Two years later, President Creager resigned. Accompanied by his wife who had been an able assistant to him in his work at Lebanon, he spent six months in Europe studying their system of training teachers. After returning to this country, he taught for two years in a University School for boys in Cleveland, Ohio. In 1910, he became President of the State Normal School and Dean of the College of Education in the University of Wyoming. After rendering great assistance in securing a new school code for Wyoming, he served two years as State Commissioner of Education. At the expiration of that time, he became President of the State Normal School at Flagstaff, Arizona. In 1920, he was made Dean of the College of Education in the University of Arizona at Tucson. He remained in that position for six years, with one year's leave of absence during which he secured his doctor's degree at New York University, where in 1926, he became a professor, but remained there only about one year when on account of the unfavorable climate of New York he resigned his position and removed to Fayetteville, Ark., where he is at the present time Dean of the College of Education (1928).

These details are given to show that the men who taught in the Lebanon school subsequent to the Holbrooks were men whose professional standing in the world of higher education has been recognized by their contemporaries; men whose merit as educators has been such as to

*A partial list of National Normal graduates who entered Yale with senior standing and received their degrees from that college the following June with creditable averages is as follows: John Oscar Creager, B. A. 1897, M. A. 1899; John W. Withers, M. A. 1902, Ph. D. 1904; Frederick W. Roman, B. A. 1902; J. Andrew Drushel, B. A. 1905; John Wayne Richards, B. A. 1906; Harvey L. Eby, Donald McDonald and Harold S. Sabin, each B. A. 1910. The averages of such ran from 269 to 346 on a scale of 400.

cause their former students of the Old Normal days to point to them with pride. They were the same men then as now, but the present scene of their activities has changed and enlarged.

The years from 1906 to 1917 were so full of changes in faculties and presidents that a record of each administration with its efforts and discouragements is unnecessary. President Creager was succeeded by President A. S. Hill. After two years, Hill resigned, and it seemed that the trustees would suspend the operation of the school.

At this time mention should be made of Mr. Solomon Fred, owner of "Fred's Big Store" in Lebanon. During the Holbrook administration, Soloman Fred, a Polish Jew, came to Warren county with a pack on his back. He spoke the English language with difficulty, and his greatest asset was his determination to succeed. To that extent he was already a Normalite. As Mr. Fred tramped the countryside selling goods from his pack, he realized the necessity of acquiring more of a workable knowledge of commercial arithmetic and reading, writing and speaking English. He enrolled as a student in the Commercial Department under Josiah Holbrook for one short term in which he mastered his tasks to the extent of his need. His pack was exchanged for a wagon, his wagon for a little store, his little store for a larger one until today Soloman Fred is the owner of the largest store in Warren county, and possesses as a home the historic Tom Corwin residence in Lebanon. Mr. Fred very early perceived what a great many citizens of Lebanon failed to understand—the value to the town of such a school as the University provided it could be set on its feet. At the time of the resignation of President Hill, when the suspension of the school seemed at hand, Mr. Fred proceeded by his personal efforts to raise a sufficiently large sum of money to insure the operation of the school for another year. In order to curtail expenses, a Rev. Poe, pastor of the Cumberland Presbyterian Church, was made president of the school devoting part of his time at a very small salary to this work, and at the same time keeping up his pastoral duties. His efforts with the assistance of his faculty and Mr. Fred kept the school alive for three more years. He was succeeded by Wallace E. Miller who remained a very short time, to be succeeded by H. E. Cunningham.

Examination of the literature issued by the school at the time President Cunningham took over the management tells its own story of financial straits. In order to avoid the expense of reprinting the announcements of courses of study and annual school calendar, the necessary changes in the supply already on hands were made by means of penned corrections, and President Cunningham's name was stamped in over Hill's name with a rubber stamp. Prof. Hawk had given up all hopes of the continuation of the school and left the faculty in 1912.

At this time two strenuous efforts were made by the management to place the school upon a firm foundation and perpetuate its existence. One was to secure the recognition by the State Department of Education of Lebanon University as a school for the training of teachers under the newly revised Ohio School Law of 1913. To this end, the course of study for the training of teachers was brought strictly up to date in accordance with the provisions of the new law, and as the arbitrary state requirements for the special professional training of teachers had just been enacted and put in force in a state where a large number of teachers were without this training, such congestion resulted as made county normals and Summer terms in many colleges necessary in order that the public schools might be supplied with teachers duly certified in accordance with the new law. Under those conditions, Lebanon was recognized

as a school giving the necessary training to elementary teachers. The management then continued its efforts to secure recognition for its degree men as high school teachers. At the same time the second strenuous effort was put forth which was to adequately endow the school.

For this work a field agent was engaged, Rev. R. B. Marshall. He was to work among the friends and alumni for the purpose of securing pledges of enough money to place the school upon a sound financial basis. From time to time reports were published in the "Western Star" of Lebanon, Ohio, stating the size of the fund at that particular time. Early in 1916, Mr. Marshall approached Solomon Fred with the statement that he had the gift of funds aggregating $2000.00 from people of Cincinnati and Cleveland, contingent upon Lebanon town raising $1000.00. Mr. Fred agreed to see that amount raised locally, provided it should become a part of a permanent fund and not a mere pebble in the slough of financial deficit as had been the case with so many other small donations in the past.

Mr. Marshall continued his efforts, working in Ohio and Indiana, to raise a really sufficient sum of money. As the Summer of 1916 approached, extensive plans were made for a centennial of the birthday of Alfred Holbrook. At the same time a report was circulated that Mr. Marshall had been successful in securing a gift of $200,000.00 from one donor whose name would be given during the reunion.

With the publication of this news, the enthusiasm knew no bounds. A very large crowd of alumni and other friends thronged Lebanon during the celebration in the Summer of 1916. On the last day of the reunion Governor Willis of Ohio, Governor Hatfield of West Virginia and Senator S. D. Fess of Ohio, made addresses. Prof. O. P. Kinsey of Valparaiso, made a memorial address near the Holbrook graves which were decorated for the occasion. As a crowning event, during the afternoon meeting in Harmon Park, Mr. Marshall ascended the speakers' platform and made the announcement that a Mrs. Ruth E. Barricklow of Aurora, Ind., had presented the sum of $200,000.00 to the Lebanon University with absolutely no strings tied to it. Other friends of the school were to raise $300,000.00 which would give the necessary $500,000.00 to enable the institution to become a member of the North Central Association of Schools and Colleges. Of this money promised by Mrs. Barricklow, one-fourth was to be paid January 1, 1917, one-fourth July 1, 1917 and the remaining two-fourths on January 1 and July 1, respectively, 1918.

Encouraged by this news, the University opened the following year with great enthusiasm. A new catalogue was issued which scheduled courses of study meeting every requirement of the State Department of Education. Due acknowledgement of the munificent gift was made the donor in that catalogue. It was most fitting that this should have been the last catalogue ever issued for the following reason. It will be noticed that the school has been referred to in these pages by various names. It was chartered in 1855 as the "South Western Ohio Normal School." In 1870, by vote of the students the name was changed to "National Normal School." In 1881, when it offered so many departments of instruction, the name became "The National Normal University," which name it continued to hold until 1907, when the name was changed to "Lebanon University." The last catalogue was dated August, 1916, and bore the following title, "LEBANON UNIVERSITY, FOUNDED BY RUTH E. BARRICKLOW."

For sixty years, under its various names, this school had been widely known as the school founded by Alfred Holbrook; the echoes of the applause of his students and their sons and daughters as they celebrated the one hundredth anniversary of his birth had scarcely died away, when

upon the mere mythical hope of obtaining a gift of a large sum of money from one donor such a fable was printed upon the title page of the annual catalogue and sent to prospective students. Why not have said with a greater degree of truth, "ENDOWED by Ruth E. Barricklow"? No other catalogue was ever issued. As time for the payment of the first pledge came, no payment was made. An investigating committee looked into the matter with no results. Whether the pledge was legally made but improperly recorded, or verbally made and then cancelled, or whether the agent hoped to secure such a pledge and failed of his hopes are matters for speculation. One theory is that while he had some slight hopes of securing such a donation, he believed he could use such a report as a means of stimulating other gifts, deriving the idea from Mr. Fred's remark that he would assist in raising money that might be a part of a permanent endowment, but would not aid in temporary relief. There is reason to believe Mrs. Barricklow actually signed a pledge card but that there was some unfortunate misunderstanding regarding a contingent sum to be raised. As a matter of fact, other pledges were made to the sum of $76,064.00, all contingent upon the payment of the $200,000.00.

At the close of the school year, the whole matter was laid before the Board of Trustees. The school was not paying the running expenses, there were no funds for repairs or needed equipment, and the debt at that time was about $11,000.00 with nothing except the mortgaged building and library with such meager equipment as was left as an asset. The whole endowment idea was as completely exploded as a punctured bubble.

Confronted by such a condition of affairs, there was only one course of action open to the trustees, and that was to close the school. The serious matter before them was the question as to how they might close it. Of course they could simply close the doors, store the records in some safe place and wash their hands of the whole affair. It is to the everlasting credit of that group of men that they did not take such a view of the situation. Here was an institution that had been in existence for sixty-two years, duly authorized by the State of Ohio to grant baccalaureate degrees. Students had given of their time and money up to the last day of the last term in full confidence that their academic credits would be carefully preserved upon the records of the school. Furthermore, the State had advanced two years upon its constructive professional-education demands upon teachers, so that at no time since the foundation of the school had the matter of the preservation of the records been so important.

Prof. Fletcher Hawk, at that time County Superintendent of Schools of Warren county, and Lester M. Ivins approached President Raymond Molyneaux Hughes and Dean Harvey C. Minnich of Miami University, to see if there might be a possibility of the latter school taking over the Lebanon records. After giving the matter some consideration, they unofficially expressed the opinion that owing to the wide difference in entrance requirements, examinations, term length and general methods of evaluating the work done, they could not hold out the hope that Miami might find it possible to do anything, crowded as she was with the expansion of her own Teachers' College.

Just at this time in the adjoining county of Clinton, a great change had been occurring in the conservative old Friends' school, Wilmington College. Influenced by the new movements in State educational requirements, a thriving Summer school for the training of teachers had been inaugurated. Upon hearing of the calamity which was befalling the Old Normal, the authorities of Wilmington College had enough insight into the situation to realize that while the preservation and administration

of the Lebanon records might be a profitless task to a large State school, the grateful allegiance of the large Lebanon alumni might be no unwelcome addition to the supporters of a small denominational college. Several conferences were held between the faculty and trustees of Lebanon University, and the authorities of Wilmington College, as a result of which it was finally arranged that the two schools were to be formally and legally merged. By the terms of the merger, Lebanon University as an educational institution was to pass out of existence. Wilmington College was to take over and preserve the records of the University giving due credit to all students for work done in Lebanon, and evaluating the credits in terms of modern credit hours in order that all work might be measured by present day standards. Wilmington College assumed none of the financial obligations of Lebanon University, but found a place on her faculty for three members of the Lebanon faculty, Russell Olt, who became Dean of the college, Miss Della Frank, and Miss Alberta Kinsey.

As these negotiations drew to a close one evening in August, 1917, the Scientific Class of 1892 was holding a class reunion in the Lebanon House in honor of the twenty-fifth anniversary of their graduation. In the course of their meeting, a rumor reached them that some very important and serious business concerning the University was under consideration by the Board of Trustees sitting in the City Building across the street. Knowing nothing of the condition of affairs, some one proposed that they visit the meeting, which they did. Just as they entered the room, a final report of the condition of the school and the necessity for closing permanently was made by one member of the Board. Dr. Eason Holbrook rose at this time and plead with tears that they make another effort to keep the school alive. She was heard in respectful silence. When she ceased speaking, a resolution voting the school out of existence was offered and adopted. So the Class of 1892, meeting in memory of their Normal days witnessed the official death of their Alma Mater.

Upon the final suspension of the school, the property was all sold for the satisfaction of the debts. Solomon Fred bought the building and library. Under his direction the useless towers were removed, the building thoroughly repaired and renovated. The part that had been the old Lyceum was fitted up as an apartment house while the new addition was equipped and leased to the Local Board of Education for the use of the village High School, which is its present use (1928).

President Cunningham became professor of philosophy, later head of the department, in the State University at Norman, Okla. In 1923 he became head of the department of philosophy, Morgantown, W. Va.

Reference has been made from time to time to the relations existing between Lebanon town and the University. It seems in order that with all fairness a plain statement of the facts should be made. While from the beginning the University always had many warm friends and supporters, both moral and financial, in Lebanon and in Warren county, it is quite evident that the town and county as a whole never fully appreciated or properly valued the meaning of the presence of the school.

The truth of the foregoing statement is self evident. In the first place, it was owing to the efforts of certain outstanding citizens that Alfred Holbrook chose to locate in Lebanon, but when he had opened his school, his first difficulties were to secure quarters in the town for his students. A search of the files of the Western Star in the town for the year 1855 revealed no reference to the establishing of a new Normal School, in the village. It must have been considered a very minor affair. At the same time, due allowance must be made for the fact that the

papers of that time were full of political discussion and the war clouds were gathering between the North and South.

In his "Reminiscences" Alfred Holbrook makes mention of the high rate he was compelled to pay when it was necessary for him to rent Washington Hall for the use of the school. Heber's diary contains some reference to certain difficulties encountered by the school in renting the "opera house" of the village council.

Later on in the history of the school, there was no difficulty experienced by students in obtaining rooms among the town's people, and they wefe treated with great cordiality. Always, even after the days of the Holbrooks, there were outstanding friends who were ready to confer benefits or raise contributions to tide over the ever recurring financial deficit. Such, however were the actions of individuals. At least two organized efforts were made by the town to keep the school alive. In 1904, under the leadership of S. A. Stilwell who was interested at that time in local politics, an arrangement was made with the Board of Education of Lebanon, by which certain classes in the University were open to local high school students tuition free. In return for this, the Board of Education helped in the payment of certain members of the faculty of the University. Technically, the University became a part of the Lebanon Public School system. That arrangement continued for several years.

Then in June of 1906, an organization called the University Realty Co. offered suburban lots for sale from a tract which it had under its control. This tract consisted of some forty acres of ground called University Heights situated on a ridge east of the village water tower. The proposition was to sell thirty acres in lots, reserving ten acres as a campus for a new Holbrook Memorial University Building. The land was to be paid for and building erected from the profits from the sale of lots. The traction line connecting Lebanon with Cincinnati had recently been completed, and dreams of the enlargment of Lebanon as a place for suburban homes may have given hopes for the success of this scheme. Nothing came of it.

The extent to which the meaning of the Holbrooks with relation to the school was not understood by many persons was shown in the issue of the Western Star already referred to where under the date of July 26, 1883 the possibility of their removing the school to Dayton or some other city because of favorable financial inducements was discussed together with the news item that they had been compelled to raise $40,000.00 on bonds. The idea seemed to be that the SCHOOL BUILDINGS constituted the school, while the truth of the matter, that the Holbrooks WERE the school seemed to be ignored.

Schools and colleges have grown with leaps and bounds since 1913. If enough men of wealth and influence in Lebanon and Warren county might have grasped the significance of the presence in their midst of the original normal school for the training of teachers; if instead of raising petty funds for the relief of ever recurring deficits, they had proceeded ENMASSE to raise once and for all an adequate productive endowment, placing the school firmly upon its feet financially and academically, Lebanon would today be the seat of one of the most thriving of modern Teachers' Colleges of the State of Ohio.

A PHILOSOPHY OF EDUCATION

So far, this history has dealt with the simple narrative of the birth, growth, and death of the Lebanon Normal as an institution. What it stood for, wherein it was peculiar to itself, its methods, its philosophy of

pedagogy, its place in the history of education, its spirit which still lives and can never die, remain to be discussed and explained.

Mention has been made of the antagonism of older colleges especially the colleges located in the State of Ohio, toward the National Normal and its graduates. This antagonism was no doubt due to two circumstances.

In the first place, Alfred Holbrook himself was a man amply capable of sustaining himself in any argument upon educational matters in which he might find himself involved. He possessed a valuable amount of reliable information together with a keen understanding extending over a wide field of attainments, as must be evident to the reader who has studied his preparatory career. This knowledge had been acquired in a manner that was from the point of view of the colleges of that day, highly irregular, bearing no stamp of academic endorsement. In addition to his native shrewdness, real information, and keenness of intellect, he was gifted with the ability to use cutting sarcasm upon occasion should his contempt become aroused by what he considered an unreasonable attitude in an opponent. He was absolutely fearless in discarding the unnecessary. To use modern psychological terms, he was not inhibited by social or professional tradition, and it would seem that so far as his conduct in school organization was concerned, the desire for social approval was entirely buried under an intense passion for approaching his objective by the most direct methods.

The very name "normal" may be considered as used in the sense of the definition of a perpendicular, the shortest distance from a point to a line or plane as well as the natural form of mental training.

When the foregoing characteristics of the man are understood, it becomes apparent that when he proceeded to organize and maintain a school that persisted in growing in defiance of many of the oldest collegiate traditions, it was impossible for the established schools to view him merely as one with whom they disagreed. No middle ground was left. They viewed him as an exceedingly annoying enemy, while his school was regarded as a dangerous opponent to the cause of thoroughness in education—a sort of diploma mill where fake degrees were ground out to the elect and non-elect alike, provided he paid the price, in the smallest possible space of time.

In the second place, when one considers the established collegiate standards of 1855 with their endorsement of antiquity and European tradition, and the extent to which Mr. Holbrook set them in contempt in his school, sufficient cause for the disfavor in which Lebanon stood with the regular colleges becomes at once quite evident.

Comparatively few colleges were coeducational while Lebanon admitted women upon the same basis as men and allowed them the same degree of freedom from close supervision, irksome rules and regulations. Entrance to regular colleges was as a rule obtained only by the student's ability to pass an exceedingly rigid examination, while Lebanon had no entrance examinations. The presumption was that the young man or woman who entered the National Normal University desired to master certain subjects. A very brief conference between the student and a faculty advisor was considered sufficient to determine the extent of his preparation. Such a procedure was not entirely without the approval of other eminent educators. Sir Joshua G. Fitch, in his book on Thomas and Matthew Arnold and their influence on English education, has recorded the incident of the elder Arnold placing a new boy in Rugby school after a verbal examination lasting a very few minutes. The incident was given as a characteristic of Arnold's practical and direct methods. The Lebanon student and teacher alike felt that to make an

error in entrance classification would be to the advantage of neither. Should such a mistake be made, it was very soon discovered and rectified. Experience showed that such occurrences were exceedingly rare.

The colleges required long and tiresome final examinations which were as a rule entirely omitted in Lebanon, the time required for them being used by the instructor in imparting additional information to the class. The student was passed or flunked entirely upon the instructor's estimates of his attainments. All this must have been quite radical and shocking in the estimation of the colleges of that day, though it should have seemed less alarming when viewed in the light of the fact that the students who went to Lebanon were anxious to acquire the instruction for which they were paying. Quite obviously, for an instructor to pass a student in Beginner's Latin if he had not mastered that subject would be folly, for then he could not read Caesar; promotion in Algebra II without the necessary understanding of the subject would not enable him to master Algebra III. In fact, the student himself was usually more rigid in grading his attainments than any instructor needed to be, frequently seeking out some favorite teacher for the purpose of finding whether in his opinion the student's preparation in some particular subject would warrant attacking the next consecutive step.

Most shocking of all, the colleges had a definite time alloted for the mastery of each subject. The matter of individual differences was unheard of in the pedagogy of that day. As a matter of course, the college time standards were set by neither the most nor the least proficient students. They were largely inherited, and were the result of the ability of the mediocre or average. In Lebanon, the shortest possible time as determined by experiment was set for the mastery of a given subject, and the end in view was for the student to acquire his knowledge in the shortest possible time and with the least outlay of money. In that particular, Holbrook was quite abreast with the principles of modern industry with regard to time and overhead.

The college year was thirty-two or thirty-six weeks, with time out for examinations and vacations, while the Lebanon school was continuously in session, the whole year being divided first into terms of eleven weeks, later into bimesters of eight weeks with a short term in August. Such a procedure upset a pet college tradition that a faculty needed from three to four months during the Summer for rest and academic leisure after the severe mental efforts of school, while the students likewise needed complete relaxation in order to gather strength for the tasks of the ensuing year.

The system of instruction in college was to a great extent lecture and examination. The system in Lebanon was spontaneous discussion and mutual criticism under the direction of the instructor who was selected for his position because of his skill in awakening the curiosity and initiative of the student. Recitations in the National Normal University were practical demonstrations of the principles elucidated in such books as Dewey's "How We Think."

Members of college faculties were all the possessors of acadamic degrees though then as now, it might be possible for a man to hold a chair in a college because of his unquestioned attainments in his major subject and yet be a complete failure in the art of imparting knowledge to others. The faculty members at Lebanon were chosen irrespective of their academic degrees upon two qualifications—knowledge of the subject, and ability to excite the interest and hold the attention of a class.

The results of this wide difference in methods and ideals upon student life were marked by still greater divergence. The whole collegiate atmosphere was one of a certain orderly, elegant leisure. There

was time for social development, for recreation and athletics. In Lebanon, upon the other hand, there was neither time nor inclination for any of those things. The Normal student was like an athlete stripped for his contest. All impedimenta were cast aside. With a certain eight or sixteen or eleven or twenty-two weeks at his disposal, and usually with a certain number of carefully counted dollars in his pockets, he had set himself to acquire a knowledge of a certain number of subjects. Many social affairs were undesirable, and organized athletics were unheard of.

The college student, after spending three or four years in preparatory school, then spent three or four years in college under the traditional method, and obtained his degree. On the other hand, the boy who had spent his spare time of winters until he was eighteen or twenty years of age learning all he could in the country or village school took his hardened body and rather mature mind to Lebanon. He loaded himself with all the branches of the Preparatory Course that he could carry and at the end of forty-eight weeks was declared ready for college entrance. Forty-eight weeks against three or four years of academy! "Ridiculous," said the colleges. Not so ridiculous when all the elements of the situation are examined. In high school he would have recited thirty or forty minutes, four times daily for five days per week for possibly eight months per year. His time outside of school would have been taken up with home duties or social distractions. In Lebanon, he might carry six hours of daily recitation for five days per week for forty-eight weeks, with debating societies on the sixth day. He would have few social distractions and no duties except to master his lessons. Furthermore, the course of study itself was carefully trimmed of all superfluity of literary bunk. The subjects pursued were all selected with the view of fitting him to become a good all round citizen should he end his educational career with the year, or of preparing him to carry the Scientific Course next year should he elect to continue his work in Lebanon.

After the completion of the Preparatory Course, the student might enroll for forty-eight weeks of additional work in the Scientific Course. This course required a certain amount of work in Rhetoric, Literature, and Latin but its majors were in mathematics and the sciences, (physics, chemistry, geology, botany, zoology.) It was carefully framed to make the successful student the possessor of a well balanced knowledge of the subjects to be taught in the ordinary high school.

The following studies constituted the Scientific course, requiring forty-eight weeks for its completion and giving the degree Bachelor of Science. The following required forty recitation hours of each: Plane Geometry, Solid Geometry, Analytical Geometry, Plane Trigonometry, Spherical Trigonometry, Differential Calculus, Integral Calculus, Botany, Geology, Zoology, Astronomy, General History, Rhetoric.

The following required eighty hours of recitation of each: Chemistry, Caesar, Virgil, Cicero, College Algebra.

The following required twenty hours of each: Tennyson, Milton, Browning, Shakespeare, Chaucer.

In addition to these subjects, one night per week for forty-eight weeks was given to debating, a series of essays were prepared and rigidly criticized, and four public orations—one illustrated by large charcoal drawings prepared by the student himself must be delivered.

Upon the satisfactory completion of the foregoing requirements, the student was granted the Bachelor of Science degree.

In the matter of the Scientific course, Mr. Holbrook seems to have held views very peculiar to himself. Whereas other schools placed a scientific and classic course on parallel requirements, an equivalent amount of work in either field leading to the degree "B. S." or "B. A."

respectively, he regarded a knowledge of mathematics and the sciences as a prerequisite to a knowledge of the classics. At any rate, the Lebanon student was required to complete the Scientific course before he was permitted to enter upon the Classic course. This required another forty-eight weeks for its completion. This course was made up entirely of Latin and Greek classics of college rank, in addition to a heavy load of philosophical subjects such as ethics, logic, psychology, literature, debating and public speaking. Completion of forty-eight weeks of required work after obtaining the B. S. degree would entitle the graduate to the degree, B. A.

Remembering that though our leading colleges have made revolutionary changes in their admission requirements, methods of administration, and courses of study during the past fifteen years there is still a difference between their accepted standards of today and those of the Holbrook school, we may comprehend the reasons for the scorn and consternation with which they must have viewed the work of Lebanon from their more conservative attitude of fifty years ago.

This antagonism increased rather than diminished as the years rolled by, though as will be shown presently, the influence of the Holbrook methods and doctrines of education and school administration gradually exerted so powerful an influence upon the educational field with which they came in contact, that by slow degrees changes came into the methods and organization of the colleges themselves. As they opposed and derided the Holbrook school and its graduates, they adopted many of their methods.

In spite of all opposition and ridicule, the fact remained that the National Normal graduate who chose to enter the teaching profession usually made good. As a rule, he was a person willing to drive toward an objective over obstacles, otherwise Lebanon would not have been the school of his choice. It must not be supposed that the most ardent partisan of the Normal over claimed that all the ground in a given subject was thoroughly covered during the time given to it in that school. The essential elements and all the fundamental principles were covered with great thoroughness, leaving the student by his own efforts in study or reading, to fill in the gaps and give himself that full rounded completeness of information that was usually covered in the classes of a regular college. For those reasons, the Lebanon-trained teacher went out into his professional field carrying with him a certain determination, a desire to know things, a characteristic alertness, vim and enthusiasm in his work. It was his desire to stir up in his own classes the fire and life which had been awakened in him by the Holbrooks. Shoulder to shoulder in the public school systems with college and university trained men whom he knew to be viewing his Alma Mater with disfavor, it became his delight to meet every test of scholarship and school room technique with such ability as to uphold the good name of his school.

It must be remembered furthermore, that until 1913, in Ohio, one test that presented itself at every stage in the public school teacher's career regardless of his college training, was the county or state teachers' examination. This he must be able to pass before he could contract for a public school position. On the other hand, the very leisure of the college atmosphere together with the breadth of the field covered in the space of its three or four years of work combined to place the college man quite frequently at a disadvantage when confronted by a technical teachers' examination or placed face to face with the disciplinary problems of the public school.

Apparently, an abridgment of the time usually consumed in college in the completion of a course of study leading to a degree was no delib-

erate part of the original Holbrook plan. In the beginning, the Normal School offered such work as might be useful to teachers who desired elementary instruction, and no diplomas or degrees were offered.

The following paragraph taken from Holbrook's "Reminiscences of a Happy Life," explains how he first conceived the idea of conferring degrees for work done in a shorter time than the traditional college requirement.

In 1865, Mr. John Norris, a candidate for the office of State School Commissioner of Ohio, visited Alfred Holbrook and family in Lebanon. Mr. Norris had been a student in the Holbrook school at Marlboro once for a term of twenty-two weeks. While sitting at the dining table in the Holbrook home in Lebanon, he made the following statement, "I want to tell you, Mr. Holbrook, how the impetus I received in the twenty-two weeks that I was with you in Marlboro enabled me to obtain my education in Kenyon in one-half the usual time."

"When I went to Kenyon, I was very cordially received by President Andrews, who informed me that I had only six months in which to complete the preparatory course which, in the curriculum, required two years. Being determined to accomplish this within the given time, I set myself at work to do it. At the examination for admission, I presented myself as a candidate. Passing tolerably well, I was informed that I could not be admitted, since I had not spent the requisite time in the preparatory school, one year being the least possible time for admission. Mr. Andrews, however, took up my case and argued with the faculty. . . . . These arguments with others, induced the faculty at last to vote to receive me as a Freshman. During that year, besides keeping up with the Freshman Class, I took the studies of the Sophomore year, hiring a Senior student to hear my recitations. At the end of the Freshman year, I presented myself as a candidate for the Junior year, and went through the examinations creditably, as the faculty admitted, but was refused admission to the Junior Class, some members of the faculty stating that such an irregularity would derogate very much from the integrity of their college curriculum. Mr. Andrews again came to my relief . . . . I was again permitted to break in upon the college routine and was received . . . . the second year into the Junior Class. During the Junior year, I took not only all the studies in the curriculum for that year, but all the studies of the Senior year, and in the final examinations found my grades rather above the average of those who had been engaged six years in the ordinary course at Kenyon. The faculty, except the President, were fully determined not to graduate me. . . . . President Andrews . . . . brought the matter before the Board of Trustees, in the presence of the faculty . . . . and I had the satisfaction of learning from President Andrews, that there was a unanimous vote on the part of the Board to confer upon me the degree of Bachelor of Arts. . . . My application proved none too severe for my health, and I am satisfied that any industrious boy in college can accomplish more than twice as much as he ordinarily does, and greatly to the advantage of his health and morals."

Continuing to quote, this time Alfred Holbrook's own words, "It was this statement from Mr. Norris that led me to establish a full college course in the Normal School, occupying two years and a half, rather than five or six years, according to the ordinary curriculum of colleges."

Let the reader who is informed regarding modern psychology and educational theory and practice make comparisons between the present day views and the following quotations from the pens of Alfred and Heber Holbrook. Concerning the government of the Normal School. "Rules; No rules are necessary. Such is the unvarying spirit of

earnest effort that no rules are used to enforce order, or secure diligent application."

"It has been fully demonstrated that the voluntary system of instruction and government accomplishes more than twice as much for its pupils in the same length of time as the monastic or force system prevailing in most academies and colleges.

"All teachers of this Institution have been selected for their energy and success in INSPIRING their pupils with the SPIRIT of SELF-RELIANCE and SELF-PROPULSION in the prosecution of their school work SO NECESSARY to the attainment of a true manhood." THEORIES IN GENERAL: "It is not claimed that this Institution makes teachers, doctors, lawyers, or preachers of young men or women, but it is claimed that it does in the shortest time and in the most effectual manner prepare young men or young women to make of themselves successful teachers, lawyers, ministers or leaders in any honorable profession."

"We never watch for evil doing, but look for good results and we get them."

"New classes are formed in colleges only once a year. Here . . . . new classes are formed five times a year. These are so formed as not to interfere with those who are engaged in a regular course."

Under the date of 1888, the following quotation is made. "The college idea of culture is chiefly physical and sensuous. It is obtained by practicing athletic of various kinds; by devotion to "art" so-called; by frequenting the galleries and theaters of Europe and by the study of literature of ancient and modern times to the exclusion of all scientific and business training." (Perhaps the foregoing statement explains why the Scientific course was a prerequisite for the pursuit of the Classic course at Lebanon.) ". . . . it too frequently manifests itself by a self poised, self satisfied individuality, a sovereign indifference to all real utility, an assumed veneration for the foreign and antique, an affected condescension to the claims of country and of home, a refined exemption from all enthusiasm in matters of any moment, but of ecstatic adoration for a dog or a meerschaum." . . . . "To be thoroughly in earnest in any worthy or remunerative pursuit is a mark of rusticity with the dons and dudes of college culture."

"The culture of the New Education aims first, at business success; second, at an attractive home; third, at good citizenship; fourth, at a broad philanthropy. These aims are consistent with Christian character nay, form an essential part of all manhood."

Concerning Co-education: "From the majority of American colleges, even at the present time (1888), women are excluded under what plea is obvious enough. The male students oppose their admission. Why? They do not wish their sisters to know of their debauches, dissipation degradation, and thus to have their supplies from home cut off."

"The curricula of most colleges are imitations of preceding curricula devised by a narrow monasticism, enforced by a bigoted priestcraft, and upheld in foreign countries by an aristocracy of blood and in this country by the caste of wealth." . . . . "The Scientific course is no imitation but thoroughly original in arrangement, matter, method, and purpose, based on the demands of the age considered in the light of the past and future. It is growing, continually meeting the new demands revealed by the progress of modern life and modern science. Whatever in the past is good has been accepted, of course, but with a hardy independence of that servile reverence for the respectable established which makes most of our colleges today antiquated, stilted, impractical." . . . . "we have dared and do dare to consider without fear or prejudice, the real

demands of the American people of today." The following is taken from the catalogue of 1886.

"God is. God is right. God's law is the law of love. Truth is a knowledge of God's laws. God's truth is learned by studying God's works. Of God's works, all growing activities are the most corroboratively expressive of God's truth. The Human Mind is the highest type of growing activity. In the Human Mind is the most manifest expression of God's truth and so of God's laws. All growing activities have their growth of God, not of man. The growth of the mind is therefore of God, not of man. We should, in all our teaching, rather FOLLOW the growth than attempt to COMPEL its growth to follow us. The teacher's work therefore is rather to train than to inform the minds of the pupils. The minds of pupils naturally tend toward improvement and the teacher's duty therefore is to free the way before this tendency in order that it may have its fullest play."

"Study is simply the mind in a state of active growth, hence children naturally love to study. All teaching should be upon this supposition, hence the way to make study distasteful is to teach as though it were." —(Heber Holbrook)

The Holbrooks considered that mental training by study was normal when the mind was devoted to acquisition, reflection, and expression. Hence, the normal pedagogical course of study should provide the necessary material for such mental activity. The study of science furnished the acquisition, mathematics caused reflection, while expression found its outlet in literature.

CARDINAL PRINCIPLES

1. "Education is accumulation of physical, mental, and moral power by self development and voluntary effort, and not the mere acquisition of knowledge from prescribed tasks and compulsory study."

2. "True government in education, is self government under a system of republican laws, and not a mere perfunctory compliance with a system of laws prescribed by trustees and enforced by a faculty of spies."

3. "A true education of both sexes is accomplished more vigorously, harmoniously and certainly, by their mutual stimulus and sympathy during a course of study."

4. "We hold that unless study can be made more attractive and exciting than recreation and dissipation, the student can not discover his own real power and can never secure his own true development. Unwilling study is perhaps better than none, but it comes immeasureably short of earnest all-absorbing effort which results from cheerful enthusiastic study for the love of it."

"No method can be "normal" which is not striving for constant improvement of itself."

"The following practices of colleges are to be condemned."

1. "Separating the sexes in education."

2. "Enforcing positive rules by rigorous measures and police regulations. This general practice must so obviously defeat itself to a large extent in the very nature of things more and more as light dawns on the true relation of teachers and pupil, that it is now altogether inexcusable."

3. "Relying on examinations for securing thoroughness in study, thus yielding to the assumption that study and school work can not be made sufficiently exciting and controlling to accomplish vastly better results, both in acquisition and development, than any form of exaction or coercion."

4. "Offering prizes in any direction where all interested can not win proportionately to success."

5. "Degrading the standing of a pupil in scholarship for indecorum in class or elsewhere."

6. "Exacting rigorous verbal mastery of one text-book."

7. "Making an example of disorderly pupils openly thus turning the sympathy of the great majority of students against the faculty in favor of the heroes."

8. "Study should NEVER be imposed as a punishment, neither should pupils ever be punished for not studying."

The foregoing principles of education gleaned from a number of National Normal University catalogues issued between the years 1886 and 1892, are the expression in concise form of a philosophy of education developed and published by Heber Holbrook at a somewhat earlier date. The following principles are quoted from this philosophy of education as set forth in a book, "The New Method" published by Heber in 1881.

. . . . "What are the public schools to do? They are to serve mankind, not a class. The public schools are to educate the public; not the poor, not the rich, but both poor and rich; not scholars, not sellers, not servers, but scholars, sellers, and servers. They are not to raise, but to level all sectional walls. They are not to build up aristocracies, but to merge the ties of family and blood into those of humanity. They are not to breed clannishness and caste, but to awaken a common sympathy and a cosmopolitan sentiment. They are to take a brutish man and convert him into a humane man. They are to release man from the dominion of his grosser self and put him under the influence of his grander self. They are to change the slave of every changing passion and passing impulse into a free man inspired by a majestic idea of duty arising within his soul . . . . They are not to make scholars, not to make merchants, not to make farmers; but to so mould and mix the elements of character in every prospective lawyer, merchant, mother that enters their doors that 'Nature might stand up and say to all the world;' This is a man, a woman; a capable, a willing, a free individual."

EDUCATION

"Education is the systematic process of training the growing mind toward the pleasure-giving power of spontaneous, unselfish, self-government." . . . . "The human being learns, all the way from the cradle to the grave; whether he wills to or not; whether he goes to school or not . . . . Learning is a mental growth. It should never be anything more, it can never be anything less. We are now ready to affirm two universal, indemonstrable truths, or axioms: (1) The Axiom of Activity—The mind is inherently active. (2) The Axiom of Improvement—The mind is inherently improving." . . . . "The action of matter on mind, mind upon mind, is no artificial device of intelligence. It is the common phenomenon of all animal nature. It existed probably in the brute creation long before the animal reached man's estate. It is the first induction, conscious or unconscious, from all sentient phenomena, that the environment of the mind may be so adjusted as to give direction, or to act as a stimulus. The recognition of these facts, and the systematic consideration of what adjustments are most favorable or most unfavorable to these ends is the whole science of formal education as distinguished from natural education. Every process in the art of education is here postulated. We are therefore led up to the two universal, indemonstrable postulates, as we were above to two universal indemonstrable theorems. (1) Postulate of Bias—The mind can be directed. (2) Postulate of Stimulus—The mind can be stimulated. Out of these two

axioms and two postulates will proceed the science and art of education." . . . . "A plant is the lowest and simplest form of a growing activity. Its growth involves three stages of processes—Absorption, by root and leaf; Assimilation, by all its internal organs, and Fructification or reproduction. . . . The same trinity of processes is manifested and maintained in all the higher growing activities." . . . . "Passing now to the educable man and reasoning by analogy, that, as a growing activity he partakes of the essential characteristics of all growing activities, we reach a very significant trichotomy of the nature of the learner. Corresponding to the Absorption of the physical cycle we have first, Acquisition, or observation; corresponding to the Assimilation, we have, second, Reflection; corresponding to Fructification, we have, third, Expression." . . . . "We conclude then, distinctly that there is soon to be a Science of Education. . . . The Science of Education must be the outgrowth of Teaching or the process of education. By studying the process, and by this means alone, we shall be able to fix the principles involved. Teaching is a process controlled by principles arriving at products. Teaching being a process, is therefore an art, not a science. A treatise upon, or systematic arrangement and presentation of the principles controlling the process or art would be the Science of Education. The product of the process of teaching is the power of happy, unselfish self-improvement. The Art of Teaching is then, the systematical process of training the growing mind toward the power of happy unselfish self-improvement. The Science of Education is the systematic arrangement and presentation of the principles which control the process of teaching."

A more complete quotation from Heber Holbrook's Philosophy of Education that might have features of interest to the student of pedagogy would needlessly lengthen the pages of this story of the University. The foregoing lines have been reproduced for the purpose of placing in this record the indisputable fact that while building up the National Normal University, Alfred Holbrook developed a definite theory and practice of education which finding clear and logical expression under the pen of Heber in 1881, antedated by forty years some of the most widely endorsed educational doctrines of today.

The foregoing theories and principles upon which the methods of the National Normal University were based are a sufficient explanation both of the growth of the school and the success of its graduates in their respective callings. Those principles were not mere theories; they were successfully practiced every day in the National Normal.

Let us consider a specific example of the Normal methods or registration and classification that actually occurred in Lebanon on the first Tuesday of September, 1902. That was the first day of recitation of the school year. The student had arrived in Lebanon from Cincinnati about 10 o'clock in the forenoon. Upon entering the office, he was welcomed by Prof. J. A. Drushel who inquired his name, home address, high school preparation, and prospective course of study all in the space of ten minutes. While talking to the student, Mr. Drushel was making out his recitation schedule for work in the Scientific course together with his text-book needs. As he wrote "solid geometry" upon the recitation card, he glanced at the time and exclaimed, "That class is meeting right now in Room "D". You must get into that recitation. Come on. You can return to finish your business here after class." To the amazement of the student who was accustomed to the time-wasteful methods prevailing in high school during the opening week, he found himself in a recitation fifteen minutes after entering the office.

In contrast to the lecture method of teaching, when one of the

Normal classes assembled, the instructor merely guided the course of the recitation. The students carried it on with a fire and vigor more frequently desired than found in other schools either then or now.

For example, the teacher would call upon "A" to recite. "A" would rise in his place and begin his discussion. Before he could finish, he would be sure to say something concerning his subject with which other members of the class did not agree, whereupon a storm of finger snapping would break forth from a dozen or more eager hands. However, "A" would hold the floor until dismissed by the teacher who would immediately recognize "B", who would in turn state his disagreement with "A", or add something to the facts already brought out. If he had nothing to add, he might ask a question concerning a point of which he stood in doubt. From now on until the ringing of the old Academy bell in the tower sounded the end of the hour, the enthusiastic responses of the students would be such as to require merely the guidance of the instructor.

No teacher other than a past master of the Holbrook technique could survive under such conditions. Not only must he be able to guide such a recitation, but he must by all means know his subject, for his students might range all the way from youths of high school age to experienced teachers working for a degree or cramming for a state examination. Such students were quite ready to see flaws in his decisions and quick to write to specialists in large universities for support in matters under dispute. The instructors who were the most popular were always the ones who set the highest standards of achievement before the class. At one time because of certain peculiar circumstances, a man was engaged to teach a certain subject during a crowded Summer term. He stood before the class and lectured very learnedly, giving what was no doubt a great deal of valuable information upon the subject in question. Within one week's time, he was easily the most unpopular member of the faculty. The students were not seeking an opportunity to sleep through the term.

No entrance examinations? Suppose a student should misrepresent his preparation, since all the school demanded was his verbal statement upon that matter, and be over classified. Suppose that he should become lazy in the knowledge that there were no final examinations. Of course there were such students. They did not last long. Very early in his career, the professor would spot him. He would find himself picked out frequently for recitation. Of necessity he would be obliged either to refuse as unprepared again and again, or he must needs rise and blunder through some sort of response, when he would succumb miserably before a storm of finger snapping and ridicule. Necessarily, readjustment of his schedule or withdrawal from school would result.

The attitude of Alfred Holbrook, were he living and teaching today, toward the modern practice schools for the training of teachers is a subject for conjecture. It is probable that he would warmly endorse courses in "Observation of Teaching." When he established his Normal in 1855, a "Model School," over which Mrs. Holbrook presided, was one of its most thriving departments. After two years, this department was discontinued for "professional reasons."

Mr. Holbrook contended that in a so-called "Model School," both teacher and pupils were placed under an artificial environment to such an extent that practical results would be impossible of achievement. The best training for an embryo teacher, according to the Holbrook doctrine, was to be a member of a real class, under the instruction of a teacher whose magnetic personality and inspiring methods could be studied and emulated.

From the earliest days of the school, individual differences were recognized by the instructors. The more able students always found

themselves bearing the heavier part of the recitation, while the less able were not ignored, but were assigned tasks reasonably within the range of their ability.

The same independence of method prevailed in the matter of text-books, as characterized the other features of the school. Texts were selected and used from a wide range of authors and publishers. The books must be reliable in content and direct and concise in arrangement. If a text-book on a certain subject did not exist suitable to the requirements of the school, Alfred Holbrook or some member of his faculty promptly wrote one that met the need. Hence Holbrook's English Grammar, Clark's Outlines of Physiology, and Irene Holbrook's First Latin Lessons. High school students who became miserably lost in the maze of rules, footnotes and exceptions of the ordinary First Year Latin Book would secure a copy of the Holbrook Latin Lessons, study it for eight or eleven weeks and read Caesar, Virgil or Cicero.

One of the results of a method of study requiring an elimination of non-essential details and a logical arrangement of essential elements, was the creation at Lebanon of the exponential system of outline for use in study, recitation or composition. By use of this outline the student was taught to arrange matter in logical sequence, principal topics of equal rank or importance numbered consecutively in the order of their arrangement, each with the same exponent. The subtopics were then arranged in consecutive steps beneath the proper heads, each step number bearing an exponent showing by its degree the relation of the subtopic to its neighbors and its head. The consequent training in the use of such an outline proved a great aid to the student in acquiring an orderly habit of thought. The simplicity and completeness of the system made it possible for a whole text book to be outlined at will. In connection with this outline system, mention should be made of the fact that the arrangement of graphs for the purpose of making a visual presentation of the relative achievements, intelligence quotients, promotion ratios and the many results of experimental psychology is one of the outstanding features of modern pedagogy.

The failure of the National Normal University as an institution, no less than its rise, was a part of a great movement in education. To summarize the elements of the whole situation, it should be borne in mind that in 1855 and for a great many years thereafter, there was no regular open road from the country school to a regular college. In the first place, there was no regular means by which a boy or girl might step from the district school into high school until the passage of the Boxwell Law in the nineties. Yet by the examination system a boy from the country school, unable to enter college might obtain a certificate and become a teacher. From high school or academy to college was a still more difficult step. There was absolutely no provision for the "irregular student" who earnestly desired an education and must secure it a little at a time here and there as best he could. There was more truth than fiction in the somewhat cutting assertions of the Holbrooks concerning the "dons and dudes" of college.

It seems to be a law or habit of social advancement that two elements are required, inertia and revolution. History shows that those elements have regulated progress in school, church and state. The inertia is valuable because it prevents instability and tends to cause certain valuable principles of social organization attained slowly, and often through bitter experience to remain safe-guarded from foolish change by casual dreamers. The persistence of the inertia prevents all progress, therefore the revolution is essential. This revolution may be sudden and overwhelming, even destructive in its violence; or it may be gradual overcom-

ing inertia step by step, a point gained here, a concession there so that the blending of the inertia and revolution gives healthy progress. The Holbrook Normal movement was such a revolution, overcoming the inertia of the colleges. The needed usually occurs with the need and passes away when the need is satisfied. It was so with the Old Normal.

With the reorganization of the public school system, the passage of compulsory education laws, the standardization of the whole school fabric from the elementary one room district school to the universities, the road from the humblest country home to a college degree was opened. The missing links in the chain were supplied. Furthermore, special training of teachers is now required where once it was hooted at by the "dons and dudes". Great universities whose administrations once declared that they would never change or "lower" their standards by offering "professional work" for teachers have eagerly reorganized their schools to meet the modern requirements.

Colleges whose professors denounced the folly of trying to maintain sessions through the Summer months now vie with each other in urging the excellence of the courses open to teachers seeking to increase their equipment during their vacations.

From an organization where a student might register for work once a year—in September—and where he must continue in residence throughout the school year in order to receive credit, many colleges have reorganized upon the plan followed by Ohio State University where the year is divided into quarters of eleven weeks each and the student may receive credit for the work of any quarter.

Still more radical has been the organization of teachers' college Saturday schools and extension courses by whose means the ambitious teachers may organize study groups meeting once a week in the home center under the instruction of a professor sent out for that purpose by the college, or failing in the organization of a group, the individual teacher may drive to the college each Saturday to meet with a class organized for that purpose. Even correspondence courses are offered by Chicago University as well as by many independent correspondence schools. All of these means aid the teacher in bettering his professional equipment.

While examinations are still the general rule in modern college procedure, the entrance examination has very largely given way to the accepted grade sheet from an accredited high school, while the teachers' examinations have been replaced by the Provisional Certificate granted to the graduates of state-accredited training schools. Even within the schools themselves, the examination system has been under fire for ten years. They are discussed in training classes on class-room method and school administration where they are often termed as "wasteful of time" a "test of the teacher rather than of the pupil," "of no educational value" and "a necessary evil."

Thus it will be seen that the educational doctrines of Alfred Holbrook were enunciated at a time when there was great need for them. His was a voice as of one crying out in the wilderness. He was a half century in advance of his contemporaries. There is no need for a National Normal University at Lebanon, Ohio today, when so many other schools are practicing many of its methods, and affording its opportunities. The UNACKNOWLEDGED INFLUENCE OF ALFRED HOLBROOK is present today in the school world to a far greater extent than during the most prosperous days of his Normal.

WILMINGTON COLLEGE

This history would be incomplete without some discussion of the manner in which Wilmington College has discharged her trust in the administering of the credits on the records of the Lebanon Normal consigned to her care in the merger of 1917.

Three faculty members from Lebanon were adopted by Wilmington College after the merger as already narrated. Russel Olt became dean of the college in which position he remained for several years. Many of those students who had been in the Lebanon school at the time of the merger enrolled at once at Wilmington and there continued their studies. Mr. Olt's intimate acquaintance with the record books of Lebanon University made him exceedingly valuable both to the College in discharging her trust, and to the former Normalites seeking their credits.

From the beginning of the merger, the Lebanon students found that they were cordially received and very fairly treated at Wilmington College by faculty and students alike. The college found the employment of extra office help necessary in order to care for the continual calls coming from all parts of the country from former Lebanon students asking for the evaluation of their credits according to modern standards, or seeking matriculation in Wilmington for stabilizing their degrees. While this burden fell upon Wilmington College without direct financial reward, she soon found that she was welding to herself a far larger alumni and extending her influence over a wider field than ever before. Before the merger the Lebanon Alumni had for many years been organized and had held an annual banquet and reunion in Lebanon during commencement week. For several years after the close of the school, a general indifference and apathy seemed to prevail their ranks so that no attempt was made toward any reunion. The feeling was evidently a sentiment that the school was dead and that further organization was useless.

Finally, in the Summer of 1925, eight years after the school had closed its doors, a reunion was held in Lebanon. Hon. S. A. Stilwell and Prof. Fletcher Hawk, classmates of 1885, were the leaders in bringing about this meeting. The occasion was not without its elements of pathos. A small group of men and women, members of classes ranging from 1865 to 1905 gathered in the Lebanon House about ten o'clock in the morning of the reunion day, and preceded by the Otterbein Boys' Band, marched up Broadway and Silver street to the University Building. The old bell had been found in a basement and was mounted upon a platform on the sidewalk in front of the entrance of the building. As the small group of alumni turned the corner of the Lyceum, the clear tones of the bell met their ears carrying their minds back over the years to former occasions when the same notes had found them hurrying eagerly to their recitations.

This was a memorable occasion. It meant the reorganization of the Alumni of the National Normal University. President J. Edwin Jay of Wilmington College, who had been asked to address the gathering, explained every detail of the merger, showing not only what it had meant to Wilmington College, but its invaluable importance to such of the Lebanon men or women as might need their college credits.

Prior to this, little concerning the merger was understood by the majority of the Normal students. They had simply accepted the fact that their school had closed its doors. With the definite knowledge that Wilmington College, a growing institution backed by the Friends' Church, stood behind their normal credits, new enthusiasm was created in the Lebanon Alumni, resulting in the formation of a definite organization.

Arrangements were made to hold an annual reunion in the Holbrook Hall of the University Building in Lebanon on the first Wednesday of August. The next day, a delegation of Normalites journeyed to Wilmington College and attended the chapel services of the Summer school in session at that time.

The following year, a number of the Normal Alumni were invited to attend the annual Alumni Banquet of Wilmington College, among them Dean John W. Withers, of New York University, who was to make the Commencement address. Hon. Myers Y. Cooper, a Normalite of Cincinnati (later Governor of Ohio) was the speaker at the banquet.

Three or four years after the merger, while Thurman "Dusty" Miller, a newspaper man of Wilmington was acting as field agent of the college, a very important change was made in its Board of Trustees. Heretofore, as a church school, this Board was composed entirely of Friends. Now, however, in recognition of the great increase in enrollment including large groups of students of every shade of religious belief, and in appreciation of financial contributions from an equally wide field, the Friends' Yearly Meeting in session at Wilmington, enlarged the Board of Trustees by permitting the election to that body of two new members other than Friends. Judge Frank M. Clevenger, a Methodist of Wilmington, and Hon. O. N. Sams, a lawyer and banker of Hillsboro, Ohio, and likewise a Methodist, were made the new members of the Board. The appointment of Mr. Sams was of particular interest because he had received his collegiate and legal training in the National Normal University. By this step, the Yearly Meeting, while retaining control of the College, recognized its greatly enlarged field of activity and usfulness.

The various steps toward a real merging of the alumni of the two schools proceeded thus slowly until June, 1927. At that time, Dr. Henry G. Williams became President of Wilmington College. The selection of this man for that position was an act having great significance for all National Normal men, because he was a Normalite who made no secret of the fact that he had received not only information but inspiration in Lebanon in the classrooms of Alfred and Heber Holbrook. After a long and successful experience in public school administration in Ohio, Dr. Williams had been the first Dean of the Teachers' College of Ohio University at Athens. Afterwards, under the revised school laws of 1913, he became the State Director of County Normal Schools. For many years he had published "The Ohio Teacher," one of the most widely circulated educational papers in the state. Not many months before becoming president of Wilmington College, Dr. Williams published a series of articles in his paper entitled "Teachers to Whom I am Indebted." In that series, he paid splendid tribute to both Alfred and Heber Holbrook as the source of much that had contributed to his professional success.

During his administration as President of the College, Dr. Williams gave a great deal of time and effort to the reorganization of the Lebanon Alumni. In this he was very successful, having secured the names and addresses of over two thousand Normalites scattered all over the United States. In his address in Lebanon in August of 1927, Dr. Williams stirred the hearts of the gathering by the statement that Wilmington College during the ten years that have elapsed since the merger has graduated more former Lebanon students than graduated from the Old Normal itself during the last ten years of its life.

Furthermore, he exhibited plans and drawings of a large building which he hoped to have erected in memory of Alfred Holbrook on the college campus, to be used particularly as a home for the Teachers' Training Department of the college, and called the Holbrook Memorial Building. Thus slowly, but it is to be hoped surely, the merger between

the two schools has become more of a reality than a mere vote of a body of trustees. Under such circumstances, the untimely death of President Williams on June 15, 1928 after only one year of such outstanding successful service was felt as a severe loss not only by the College but by all Normalites. It is earnestly hoped that the indomitable will and energy with which he drove toward the accomplishment of his purpose regardless of failing health may have set a goal of achievement so definitely before the college administration and Lebanon Alumni alike that his plans may yet come to fruition.

Those Normalites who have enrolled for work at Wilmington have become enthusiastic in their praise of conditions there. The general atmosphere of good fellowship, work for work's sake, economy of time and money, steadiness of purpose and democracy of ideals that pervaded the Lebanon school has seemed present to a remarkable degree in the Summer sessions at Wilmington. This is caused no doubt partly by the ideals of the college itself; partly because of the influence of those Lebanon men, Russell Olt, Fletcher Hawk, A. M. Crane and others who have been numbered among the Wilmington teachers; partly because Prof. Harry Vannorsdall, head of the Teachers' Training Department of the college has made a study of the methods of Holbrook as recorded in his "Normal Methods," and doubtless in no small measure because of the many former Normalites who have been enrolled in Wilmington classes during the past ten years and who have thus carried some of the Old Normal spirit into the halls and onto the campus of the Quaker College.

In conclusion, the questions might be asked by the casual reader, "Why write a history of a school that has been out of existence for ten years?" "Why reorganize a student association that must ever grow smaller as its members pass on?" "Why the various speeches lauding the Holbrooks and their school?" "How did it happen that the idea of recording the history of the Lebanon school should have been conceived some years ago by a group of students engaged in casual conversation on the campus of Wilmington College while almost simultaneously, Dr. Williams in Columbus, decided to publish his articles concerning the Holbrooks, and Fletcher Hawk and S. A. Stilwell were organizing the first reunion in Lebanon?"

These activities had a common cause and have in view a common end. Those educators who were acquainted with the Holbrooks and their school and are likewise intimately acquainted with the present status of education and the present day ideals in the training of teachers know that Alfred Holbrook lived and taught at least fifty years before his time. The colleges of today have just arrived at the place where Holbrook began. The opposition and ridicule which he met may be the common lot of all prophets, pioneers and reformers. As a general rule however, the prophet is given his due value and honor in his work which lives after him. The work of Alfred Holbrook has lived after him most abundantly, and yet at the present time he has never received mere justice and fairness at the hands of writers and teachers in education.

The crying shame and injustice of the fact that it might be possible for a student to enroll for four years of teacher training in any school of recognized standing in Ohio and receive his degree in education never once hearing the name of the man whose teachings exerted such a wide-spread and lasting influence on the school methods being practiced today is a condition that should be eradicated.

The histories of education contain accounts of the various important systems of school organization and management from the Greek philosophers down to Horace Mann then with sublime inconsistency jump to

present day conditions with complete silence concerning that influence in southwestern Ohio that placed education within the reach of every poor country boy who had enough ambition to take himself and a small amount of money to the Normal School. Nothing is said of that drawing influence that brought so many southern boys and girls across Mason's and Dixon's line before the smoke of the Civil War was well settled, thus enabling a small army of ambitious young Southerners to return to their homes equipped with the training they needed in the work of reconstructing their war-torn social fabric.

Without the story of Alfred Holbrook, and his school no complete and adequate explanation can be given for that great change which occurred in the educational world in Ohio and the mid-west between 1880 and 1920. The study of education and the art of teaching as a science, the professional training of teachers and the measurement of their efficiency, the elasticity of college curricula and schedules, the discarding of wornout traditions—the whole vast expansion in our conception of an educational program may be explained when due consideration is given to the work of the National Normal University and the many other subsequent normals patterned after it.

It is the earnest desire of every true Normalite that simple justice shall be done to the memory of Alfred Holbrook.

The place that is his must be given him in the history of education. His life, work and school, so productive of lasting constructive results, must not be ignored. That justice may be given to whom justice is due, credit to whom credit is due is the earnest desire of the students of the National Normal University. They will bring their desires to successful fruition and write the name of their honored teacher in its rightful place. They will not fail in this, because failure is not a function of the true Normalite, whose spirit is more fittingly expressed in the motto of the Scientific Class of 1903, "Semper Surgens."

RECORD-REPUBLICAN PRESS, WASHINGTON C.H., OHIO